

English for Schools

PROSPECT

2

Junior Secondary Program

Teacher's Guide

کتاب معلم
(راهنمای تدریس)

راهنمای
تدریس

پایه هشتم

دوره اول متوسطه

۱۳۹۴



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

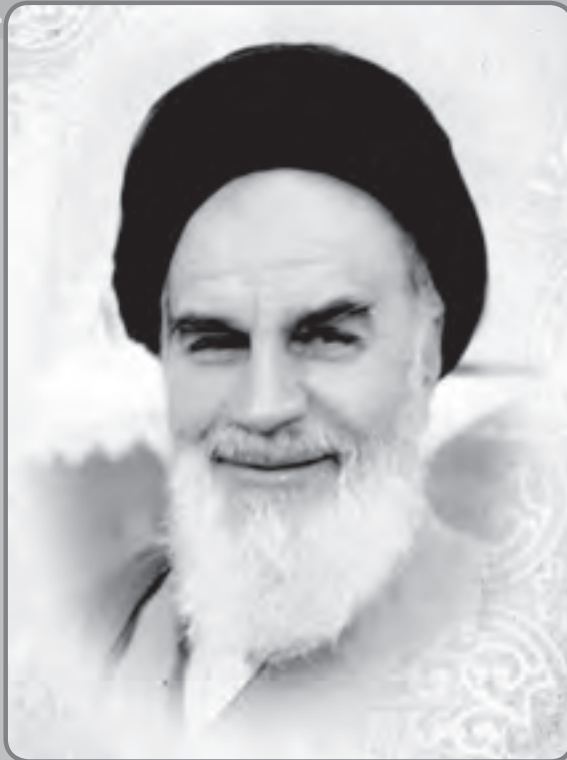
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روم، ۲۲

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

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

(برگرفته از ترجمه مرحومه دکتر طاهره صفارزاده)



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

امام خمینی (رحمة الله علیه)

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مقدمه

Introduction

کتاب Prospect 2 که برای دانش‌آموزان پایه دوم دوره متوسطه اول تألیف گردیده، دومین بخش از مجموعه شش جلدی English for Schools می‌باشد که به منظور آموزش زبان انگلیسی به دانش‌آموزان دوره‌های متوسطه اول و دوم، با رویکرد ارتباطی فعال و خودباورانه طراحی شده است.

رویکرد ارتباطی در آموزش زبان بیش از آنکه شیوه آموزش زبان دوم/خارجی باشد، رویکردی مبتنی بر تقویت روحیه تعامل و ایجاد توانایی ارتباط براساس نیازهای ملموس زندگی فردی و اجتماعی است. این رویکرد در دهه‌های ۱۹۷۰ و ۱۹۸۰ میلادی و هم‌راستا با تغییرات انجام شده در شیوه نگرش به چگونگی فراگیری زبان دوم شکل گرفت و گسترش یافت. مجموعه English for Schools و کتاب Prospect 2 براساس اصول کلی و پذیرفته شده رویکرد ارتباطی، با در نظر گرفتن دو ویژگی نقش فعال فراگیران در فرایند آموزش و تأکید بر تقویت روحیه حل مسئله و خودباوری در دانش‌آموزان تدوین گردیده است. روح حاکم بر رویکرد ارتباطی فعال و خودباورانه، توجه به نیازهای

واقعی فراگیران در موقعیت‌های ارتباطی با تکیه بر اصول کلی زیر می‌باشند :

– استفاده از فعالیت‌های آموزشی متنوع در فرایند یادگیری زبان

– تأکید بر یادگیری زبان از طریق تجربیات زبانی

– استفاده از محتوای غنی، معنادار و قابل فهم در تدوین محتوای آموزشی

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

– ارائه بازخوردهای اصلاحی مناسب به خطاهای فراگیران

– توجه به جنبه‌های عاطفی و نقش آنها در فرایند آموزش زبان

هدف این رویکرد، رشد مهارت‌های ارتباطی دانش‌آموزان به شیوه‌ای روان و تا حد امکان نزدیک به کاربرد

واقعی و روزمره زبان در بافت‌های ملموس زندگی فردی و اجتماعی است. به منظور رسیدن به کاربرد روان و طبیعی

زبان مجموعه‌ای از معیارها به شرح زیر در نظر گرفته شده است :

– در فرایند آموزش، می‌بایست تمرکز عمدتاً بر معنا (meaning) باشد، هرچند این موضوع به معنای نادیده

گرفتن اهمیت صورت و ساختار زبان (form) نیست.

– به دانش‌آموزان باید فرصت شرکت در تعاملات بین فردی داده شود تا از آن طریق بتوانند عقاید و نظرات

خود را بیان کنند.

– در انجام فعالیت‌های شنیداری و خوانداری زمینه باید به گونه‌ای فراهم شود که دانش‌آموزان به درک معنی

توجه کنند و بتوانند نسبت به آنچه خوانده یا شنیده‌اند به صورت شفاهی یا کتبی واکنش مناسب نشان دهند.

– یکی از مشخصه‌های ارتباط، غیرقابل پیش‌بینی بودن و وجود خلأ ارتباطی می‌باشد. بنابراین باید زمینه

به گونه‌ای فراهم شود که دانش‌آموزان توانایی برخورد با موقعیت‌های غیرقابل پیش‌بینی و خلأهای اطلاعاتی را کسب

نمایند.

– در رویکرد ارتباطی، کسب توانش راهبردی از اهمیت فوق‌العاده‌ای برخوردار است چرا که موفقیت در

ارتباط زبانی به توانایی موقعیت‌سنجی، نظارت آگاهانه بر روند ارتباط و ارزیابی نتایج آن بستگی دارد و این توانایی فقط

از طریق شرکت در فعالیت‌های ارتباطی هدفدار امکان‌پذیر است. به این منظور لازم است دانش‌آموزان کاربرد زبان را

با استفاده از هر چهار مهارت زبانی از طریق شرکت در فعالیت‌های هدفدار تجربه کنند.

– مداخله معلم برای اصلاح خطاهای زبانی باید به گونه‌ای باشد که در فرایند ارتباط اختلال ایجاد نکند، به

عبارت دیگر مداخله معلم در اصلاح این گونه خطاها باید به حداقل ممکن کاهش یابد.

با این رویکرد کلی و با توجه به ملاک‌های مربوط به تدوین محتوا، اجزاء مختلف بستہ آموزشی کتاب Prospect 2 عبارت‌اند از :

۱- کتاب دانش آموز : کتاب دانش آموز مشتمل بر هفت درس اصلی و سه 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 کتبی (خوانداری و نوشتاری) است که تحت عنوان مهارت‌های سوادآموزی مطرح شده است. در این بخش فعالیت‌هایی با هدف آموزش digraphs & blends 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 نوشتن با مهارت سخن گفتن تلفیق شده‌اند.

- بخش تمرین با مهارت‌های زبانی که معمولاً به صورت تلفیقی تمرین می‌شوند و بخش ایفای نقش (Role Play/Your Conversation) که هدف اصلی آن، مرور کنش‌های زبانی فراگرفته شده در درس و ارائه فرصت به دانش‌آموزان 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 شده است. البته انجام فعالیت‌های کتاب کار در کلاس درس بستگی به تصمیم معلم و در نظر گرفتن شرایط زمانی کلاس دارد.

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 لاینفکی از فرایند آموزش محسوب می‌شود. این لوح شامل فایل‌های صوتی بخش‌های زیر می‌باشد :

- 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 دانش‌آموزان فراهم می‌آورد. در تهیه این لوح از گویشوران مسلط به زبان انگلیسی بهره گرفته شده است.

۴- فلش کارت معلم : فلش کارت به عنوان بخشی از بسته آموزشی محسوب می‌گردد که نحوه استفاده از

آن در بخش مربوط به هر یک از دروس در ادامه کتاب راهنمای معلم ذکر شده است. استفاده از این فلش کارت‌ها در فرایند آموزش ضروری است. همکاران گرانقدر می‌توانند دانش‌آموزان خود را به ساخت فلش کارت دانش‌آموز نیز ترغیب نمایند.

۵- پایگاه اطلاع‌رسانی : با توجه به اهمیت ارتباط دبیران گرامی با مؤلفان کتاب و کارشناسان دفتر تألیف

کتاب‌های درسی سازمان پژوهش و برنامه‌ریزی آموزشی، پایگاه اطلاع‌رسانی eng-dept.talif.sch.ir به عنوان پل ارتباطی در نظر گرفته شده است که همکاران می‌توانند علاوه بر ارسال نظرات خود، از جدیدترین اخبار، دستورالعمل‌ها، کاربرگ‌ها، نمونه‌های آزمون و مواردی از این دست در این پایگاه مطلع گردند.

طراحی مجموعه

همان‌طور که در ابتدای این بخش اشاره شد، راهنمای برنامه درسی ملی قلمرو، اهداف و جهت‌گیری‌های کلی حوزه آموزش زبان‌های خارجی در سطح کلان را مشخص نموده است و آن را از منظر توانایی برقراری ارتباط با سایر جوامع و دستاوردهای بشری در سطح منطقه‌ای و جهانی ضروری می‌داند. به عبارت دیگر، راهنمای برنامه درسی، زبان را وسیله ایجاد ارتباط معرفی می‌کند و تأکید دارد که آموزش زبان به گونه‌ای صورت پذیرد که دانش‌آموز پس از آموزش، با استفاده از تمامی مهارت‌های چهارگانه زبانی، قادر به ایجاد ارتباط برای دریافت و انتقال معنا باشد.

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

نقش معلم

در رویکردهای سنتی، معلم تنها مرجع تصمیم‌گیری و انتقال‌دهنده دانش به دانش‌آموزان تلقی می‌شود؛

در حالی که در رویکرد ارتباطی، معلم تسهیل کننده فرایند یادگیری است و این فراگیر است که می‌بایست با هدایت معلم در تمامی مراحل آموزش، نقش محوری فعال و مشارکت کننده داشته باشد. به عبارت دیگر، در رویکرد ارتباطی فعال خودباورانه لازم است معلم از نقش سنتی خود فاصله گرفته و در نقش باری‌دهنده دانش‌آموز در فرایند آموزش و یادگیری ظاهر شود.

نقش دانش آموز

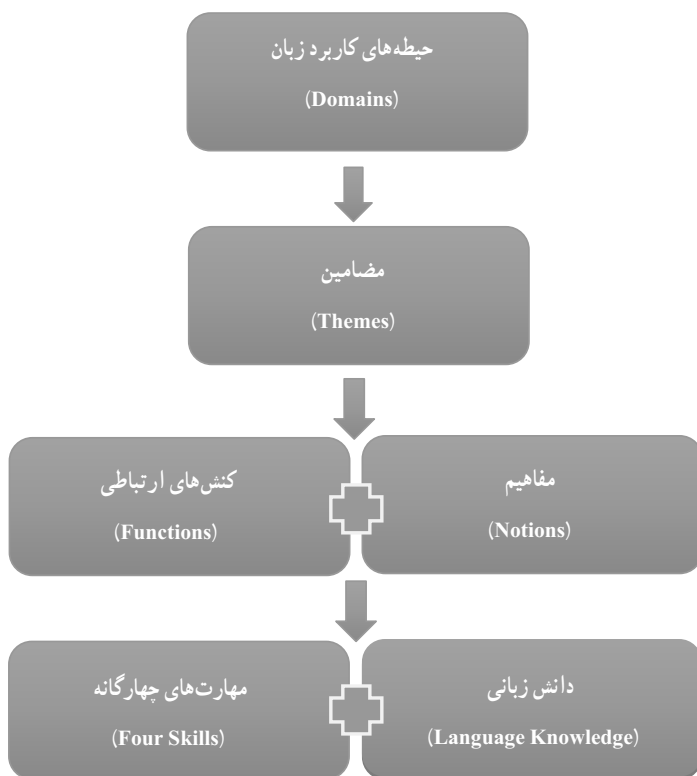
در دیدگاه‌های سنتی، دانش‌آموز نقشی انفعالی دارد؛ به این معنی که از وی انتظار می‌رود آنچه را معلم انتقال می‌دهد به بهترین وجه دریافت کند. حال آنکه در رویکرد ارتباطی فعال و خودباورانه، انتظار می‌رود دانش‌آموز وظیفه یادگیری را خود بر عهده گیرد و در این جهت نقشی مشارکت‌جویانه و فعال در فرایند آموزش ایفا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

نقش مواد آموزشی

در دیدگاه‌های سنتی، کتاب درسی، تنها منبع آموزشی دانش‌آموزان محسوب می‌گردد و انتظار می‌رود که دانش‌آموزان با استفاده از 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 تعامل بین خود و دانش‌آموزان و همچنین تعامل دانش‌آموزان با یکدیگر فراهم کند. به علاوه، انتظار می‌رود فرایند یادگیری در خارج از کلاس نیز با فعالیت‌های هدایت شده معلم ادامه یابد.

نحوه انتخاب و سازماندهی محتوا

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



نمودار ۱- شیوه طراحی محتوای کتاب Prospect 2

حیطه‌های ارتباطی انتخاب شده عبارت‌اند از حیطه شخصی، حیطه اجتماعی، حیطه آموزش و تحصیل و حیطه کار و شغل. توالی آموزش در حیطه‌های فوق از اصل آموزشی حرکت از محیط پیرامونی نزدیک به محیط‌های دورتر پیروی می‌کند. در کتاب Prospect 2 مضامین از حیطه‌های شخصی و اجتماعی انتخاب شده است که در گزینش آنها نیازهای ارتباطی ملموس دانش‌آموزان در اولویت قرار گرفته است.

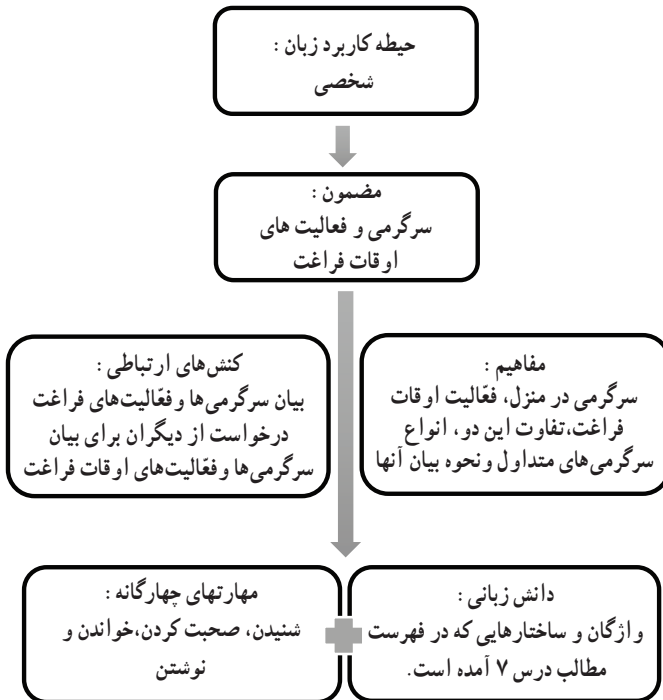
تلاش مؤلفان بر این بوده است که حیطه‌های مورد نیاز دانش‌آموز نسبت به حیطه‌های دیگر تقدم داشته باشند تا در توالی تنظیم دشواری موضوعات هم دقت لازم صورت گرفته باشد. مضمون‌های این کتاب به قرار زیر است:

- ملیت و کشور من
- فعالیت‌های هفتگی من
- توانایی‌های من
- بهداشت و سلامتی من
- شهر من

- روستای من
- علائق و سرگرمی های من

تأکید می‌گردد کتاب Prospect 2 دومین حلقه از مجموعه‌ای شش جلدی است که طیف وسیعی از حیطه‌های ارتباطی و مضامین مرتبط با آنها و نیز کنش‌های ارتباطی و مفاهیم زبانی را ارائه می‌کند. در هر درس این کتاب به‌طور متوسط دو کنش ارتباطی و مفاهیم مربوط به آنها مطرح می‌شود و مهارت‌های زبانی نیز به‌صورت تلفیقی و کاربردی تمرین می‌شود. لذا قضاوت درباره آن باید با در نظر گرفتن این ویژگی و نگاه به بخش‌های بعدی انجام شود.

در برقراری ارتباط و بیان هر مضمون، از کنش‌های ارتباطی و مفاهیم خاصی استفاده شده است که نکات آموزشی هر درس را تشکیل می‌دهد. برای مثال، نمودار شماره ۲ شیوه طراحی محتوای درس هفت با عنوان "My Hobbies" در کتاب Prospect 2 را نشان می‌دهد.



نمودار ۲ - طراحی محتوای درس هفت

روش تدریس Prospect 2 از اصول رویکرد ارتباطی فعال خودباورانه پیروی می‌کند. این راهکار آموزشی بر این فرض مبتنی است که یادگیری زبان با ایجاد حساسیت و توجه به نقش الگوهای زبانی در ایجاد معنی آغاز می‌شود و اگر این الگوها تحت تمرین‌های کنترل شده قرار گیرند به طوری که زمینه استفاده شخصی از الگوها در بافتی معنی‌دار ایجاد شود، یادگیری تقویت و تثبیت خواهد شد. بر این اساس، هر درس با مکالمه‌ای واقعی آغاز می‌شود که دانش‌آموزان از طریق آن به نقش‌کنش‌های زبانی در ایجاد ارتباط میان فردی و همچنین اشکال زبانی آنها توجه می‌کنند. سپس تمرین‌کنش‌ها به شکلی کنترل شده ادامه می‌یابد. تمرین‌های بخش مهارت‌های نوشتاری نیز توجه دانش‌آموزان را به این الگوها بیشتر جلب می‌کنند تا آنها بتوانند با ایفای نقش، کنش‌های ارتباطی را در بافتی معنی‌دار به کار ببرند. در زیر به نحوه تدریس هر یک از این مراحل، متناسب با اهداف آن 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 spelling & pronunciation

1. Warm-up
2. Audio-Visual Presentation (two or three times)
3. Checking and Explanation
4. Initial Teaching of digraphs and/or blends
 - Visual Recognition
 - Audio Recognition
 - Extension
 - Oral Production

5. Teaching digraphs/ blends for Reading and Writing (using flash cards)

- Sounds of the digraphs/ blends
- Shape of the digraphs/ blends

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

در رویکرد ارتباطی آموزش زبان 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 ارزشیابی تکوینی (مستمر) و ارزشیابی تراکمی نیمسال اول و پایان سال.

ارزشیابی تکوینی (مستمر)

این نوع سنجش که قرار است توسط معلم و دانش‌آموزان هر دو صورت پذیرد بدون ایجاد وقفه در روند فعالیت‌های یاددهی - یادگیری انجام می‌گیرد. هدف این نوع سنجش مقایسه عملکرد هر یک از دانش‌آموزان با اهداف آموزشی است که بر معیارهای عملکردی استوار است. در این نوع سنجش دانش‌آموزان با هم مقایسه نمی‌گردند بلکه طبق معیارهایی نقاط قوت و ضعف‌شان مشخص می‌شوند تا معلم و دانش‌آموزان بتوانند در روند آموزش و یادگیری، متناسب با نیازهای آموزشی، تغییرات لازم را ایجاد نمایند. در این فرایند معلم به دانش‌آموزان کمک می‌کند که خود به تدریج معیارها را بشناسند و با استفاده از آنها به خودارزیابی بپردازند. خودارزیابی در بخش‌های مروری کتاب برجسته شده که با کمک آنها دانش‌آموزان می‌توانند به میزان موفقیت خود در یادگیری اهداف آموزشی پی ببرند.

ارزشیابی پایانی یا تراکمی نیمسال اول و پایان سال

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

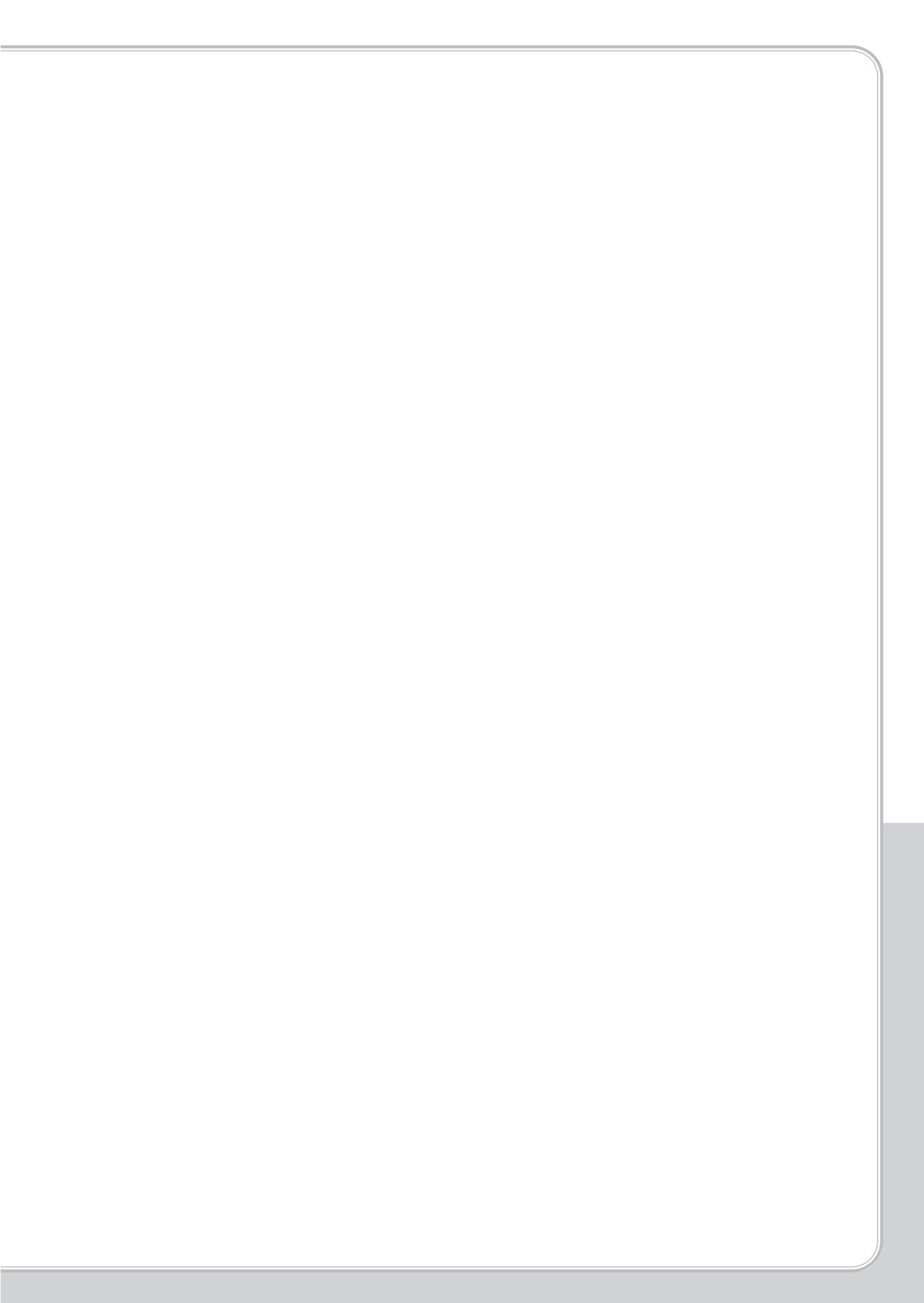
در هر دو نوع آزمون، مشخصه‌های طبیعی بودن موقعیت و تعامل، از اهمیت ویژه‌ای برخوردارند. هدف این سنجش آن است که از طریق پرسش‌های مناسب، دانش‌آموزان عملکردی را از خود بروز دهند که نمونه معتبری از توانایی‌های زبانی مورد هدف باشد و بتوان آن را با عملکرد افراد در موقعیت‌های طبیعی کاربرد زبان قابل مقایسه دانست.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

در ارزشیابی تراکمی لازم است قبل از اقدام به طراحی سؤال، اهداف آموزشی در قالب جدول مشخصات آزمون (Test Specifications) تهیه و در آن به تکنیک‌های طرح سؤال متناسب با هر یک از اهداف آموزشی اشاره شود. جدول مشخصات و بارم‌بندی آزمون کتبی و شفاهی کتاب Prospect 2 در ادامه ارائه شده است.

ساختار هر درس در راهنمای معلم

هر درس در کتاب راهنمای معلم Prospect 2 با جدولی شامل اهداف اصلی درس آغاز می‌شود. کنش‌های زبانی و مهارت‌های یادگیری حروف و اصوات به 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 آمده که با تعدادی فعالیت و یک بازی پیشنهادی و نیز ارجاع به برخی تمرینات مرتبط در کاربرگ‌ها و کتاب کار همراه می‌باشد. برای آموزش هر بخش مدت زمانی پیشنهاد شده است که بسته به موقعیت و شرایط موجود در هر کلاس متغیر می‌باشد. در پایان، بخشی با عنوان تأملی در آموزش (Reflecting on Your Teaching) آمده که لازم است همکاران محترم 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 ارائه شده برای بهبود شرایط آموزش هر درس
- شایان ذکر است که برای بخش‌های خوشامد و مرور دروس، راهنمایی‌ها به شکلی متفاوت ارائه شده است. از همکاران گرامی موکداً درخواست می‌شود به منظور آگاهی از نحوه ارائه مطلوب قسمت خوشامد، نکات ذکر شده در آموزش این بخش را به دقت مطالعه فرمایند.





Lesson One

My Nationality

Lesson One

My Nationality

Sessions Snapshot

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

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

The First Session Teaching & Practicing Language Functions

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

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

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



1. Warm up

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

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

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

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

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

1.2 Point to the map and ask,

What’s this called in English?

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

Then say,

This is the map of the world



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

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

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

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

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

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

2. Conversation

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

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

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

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



4. هم کلاسی چگونه ملیت سام را می پرسد؟

Elicit “Are you from Iran?”

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

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

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

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

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

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

3. Practice 1–2–3

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

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

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

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

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

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

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

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

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

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

(a) Are you from Spain?

(b) Are you from Turkey?

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

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

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

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

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

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

4. Workbook Assignment

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

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

The Second Session	Teaching Literacy Skills
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Materials: CD player; nationality flash cards/pictures; a blank map of the world (see below)

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

Time: 50 minutes

1. Greeting and checking homework assignments

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

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

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

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

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

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

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

2. Spelling & Pronunciation: Literacy Skills

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

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

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

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

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

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

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

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



3. Workbook Assignment

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

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

The Third Session	Communicative Activities
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Materials: CD player

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

Time: 50 minutes

1. Greeting and checking homework assignments

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

2. Listening and Writing

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

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

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

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

Say the same directions in Persian if necessary:

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

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

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

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

3. Reading, Speaking, and Writing

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

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

This activity can be done between students in pairs.

4. Role Play

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

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

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

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

6. Finishing the lesson

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

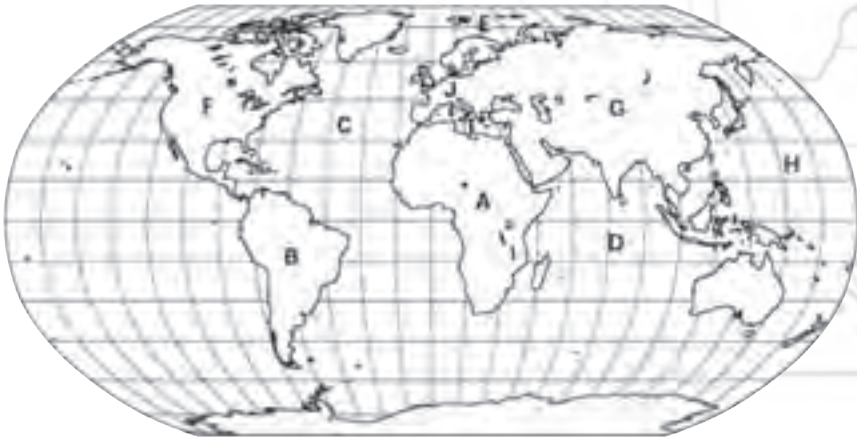
7. Your thoughts about Lesson 1

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

Did they like the way you taught them nationalities?

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

Appendix: Blank Map of the World







Lesson Two

My Week

Lesson Two

My Week

Sessions Snapshot

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

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

The First Session Teaching & Practicing Language Functions

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

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

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



1. Warm up

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

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

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

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

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

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

1.3 Ask,

“What days do you have History– تاریخ?”

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

1.4 Then ask,

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

and elicit the correct answer in English.

2. Conversation

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

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

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

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

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

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

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

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

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

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

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

3. Practice 1–2

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

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

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

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

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

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

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

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

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

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

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

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

3. When do you play sports at school?

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

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

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

Play the CD one more time if you consider necessary.

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

4. Workbook Assignment

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

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

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

The Second Session Teaching Literacy Skills

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

Interaction: T–S, Ss–Ss

Time: 50 minutes

1. Greeting and checking homework assignments

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

2. Spelling and Pronunciation: Literacy skills

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

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

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

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

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

a) “What’s روزهای هفته in English?”

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

c) “How do you say S–T in *study*?”

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

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

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

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

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

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



3. Workbook Assignment

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

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

Materials: CD player, Activity flash cards

Interaction: T-S, Ss-Ss

Time: 50 minutes

1. Greeting and checking homework

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

2. Listening and Writing

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

3. Reading, Speaking, and Writing

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

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

and fill out the form.

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

Further activity– Optional

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

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

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

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

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

4. Role Play

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

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

5. Class Project: Week/Activity Grid

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



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

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

6. Finishing the lesson

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

7. Your thoughts about Lesson 2

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

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

7.3 Were the Workbook activities suitable for this lesson?

7.4 Are you happy with your students' performance?

APPENDIX: Students' Daily Activities Form

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



Lesson Three
My Abilities

Lesson Three

My Abilities

Sessions Snapshot

Session	Content	Activities
1	Objectives	To talk about abilities using “be good at”, “can”, “Are you/Is s/he good at...?”, “Can you/she/he...?”, “Who is good at...?”, “Who can...?”
	Warm up	I’m not good at drawing! ☹ Who can draw a calendar on the board?
	Conversation	Focus on abilities: (not good at) drawing, can take good photos,...
	Practice (1)	Are you / Is s/he good at...? – Yes/No,
	Practice (2)	Can you/she/he...? Yes/No,
	Practice (3)	Who can...? Who is good at ...?
2	Literacy skills: spelling & pronunciation;	Spelling activities, pronunciation: [oo], [ll], [pl], [sw] Sight Word Reading Talk to Your Teacher: Excuse me, I have a question. How do you say...?
3	Listening & Writing	Purposeful listening
	Language use	Integration of skills: reading, speaking, writing
		Role play; Class Project: Students’ Ability Cards

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

The First Session Teaching & Practicing Language Functions

- Materials:** Poster and flash cards for 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)
- Time:** 50 minutes (*30 mins. for warm up and conversation; 20 mins. for
Practice sections*)



1. Warm up

Greeting: Greet the students warmly.

- 1.1 When you are finished, go to the board and pretend you are drawing a calendar. Draw an awful calendar, stare at your drawing, look back at students, and show that you are not happy with your drawing. Then say,

“Sorry, I’m not good at drawing ☹️. Can anyone draw a calendar on the board?”

Make sure they understand you: چی شد؟ من چی گفتم الان؟ Elicit the meaning of all you said from the students.

1.2 Then ask 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. Then compliment on the student’s drawing: “Well done! You are good at drawing!”؟..... یعنی Elicit, “نقاشی ات خوبه!” and tell the student to go back to his/her seat.

1.3 Write “drawing” on the board. Then, depending on the gender of your students, ask, “Who is good at playing football/volleyball/cooking?” Elicit answers. If they look puzzled, say, “چه کسی در فوتبال/والیبال/آشپزی... مهارت دارد؟ / کی فوتبالش/آشپزش خوبه؟” and write “football”, “volleyball” or “cooking” under “drawing” on the board, and elicit answers. If you are not happy with their answering, give an example of your own abilities, e.g., say, “I am good at cooking/playing football.” Then write “Abilities” as the label for the category of abilities you wrote on the board, and say “Abilities... یعنی؟...” and either elicit the Persian meaning from the students, or say “توانایی ها” yourself.

1.4 Now show the flash cards for “drawing”, “taking photos”, “playing football”, and “cooking” at this stage, and elicit the English words for these activities from the students. Pronounce the words yourself and make sure the **oo** in “football” and “cooking” is a short sound, i.e., [ʊ]. Get students to repeat

“cooking”, “football”, “good at cooking”, and draw their attention to the short sound [ʊ].

- 1.5 In the meantime, attend to their pronunciation of [ɪ] in “football” or “volleyball.” Make sure they WILL NOT pronounce clear ‘L’ sound for the final ‘ll’. The pronunciation of [ɪ] and [oo] will be more emphasized in the Practice and Spelling and Pronunciation sections.

2. Conversation

Tell them they are going to listen to a conversation between Sara and Elham. Remind them that Sara is Sam’s sister and that these two have come to Iran with their family and will stay for a while. Explain that Sara, like her brother Sam, is good at English, and in fact, they can speak English only.

Tell them that Sara and Elham are talking about their abilities. Ask if they can understand “who is good at what / who can do what.” Write this phrase on the board and elicit the meaning:

“چه کسی در چه کاری مهارت دارد / کی در چی مهارت داره”

Underline “is good at” and “can do” on the board, and tell them that they mean the same thing.

- 2.1 Play the CD once and repeat your question. Elicit, “Sara is good at drawing,” “Elham can take photos”. Now ask, “Is Elham good at drawing?” Elicit “No, (she’s not)”.

- 2.2 Say, “Listen once more, and say when they are going to meet again”. In case your students cannot follow you, say in Persian:

“یکبار دیگر گوش کنید و بگویید قرار است دفعه بعد کجا و چه روزی همدیگر را ببینند”

Play the CD for the second time and repeat your question. Elicit “In Elham’s house, Thursday afternoon.”

2.3 Now say, “And Sara can bring what?” Elicit, “Her drawing book.”

2.4 Divide the class into two groups, one group repeats Sara and another group repeats Elham. Play the CD again, pause after each turn, and get them to repeat. Attend to their pronunciation of [oo] and [ll].

3. Practice 1–2–3

3.1 Ask them about their abilities: “Now tell me about yourself: who is good at what?” Show them the flash cards for the activities in Practice 1–2–3. Elicit the meaning of each activity on the flash card, then show the word for that activity on the back of the card, and pronounce the word.

3.2 Show the cards one by one again, and address a fast student: “**Zahra/Amin/ etc./, are you good at....** (the activity on the card)?” Elicit “Yes” or “No.” If the student says No about that ability, address the whole class and ask, “**Who is good at...(the same activity)?**” Elicit “Me” if some students raise their hands for a Yes answer. If no one raises their hand, say, “No one. Okay, next,....”

3.3 **Pair/group work:** Now give the activity cards to 3–4 students and have them ask one of their classmates the same question. Guide the interactions in the way you first did yourself.

3.4 Play the CD for **Practice 1**. Tell them just to listen and follow the written prompts in the box.

3.5 Play the CD for the second time, show the flash cards for each turn, and ask for group repetition.

3.6 For the last dialog in Practice 1, show the “swimming” picture again, write it on the board, and underline [sw]. Also, show the [sw] flash card to the students. Get them to repeat “swimming” and other words on the flash cards, and make sure their pronunciation of [sw] and [ing] is correct.

WARNING: Some students may pronounce “swim” as /sevim/ or /svim/! CORRECT IMMEDIATELY.

3.7 Play the CD for **Practice 2**. Tell them just to listen and follow the written prompts in the box.

3.8 Play the CD for the second time, show the flash cards for each turn, and ask for group repetition.

3.9 For the last dialog in Practice 2, show the “playing basketball” picture again, write it on the board, and underline [ll]. Also, show the [ll] flash card to the students. Get them to repeat “basketball” and other words on the flash cards, and make sure their pronunciation of [ll] is correct.

3.10 Play the CD for **Practice 3**. Tell them just to listen and follow the written prompts in the box.

3.11 Play the CD for the second time, show the flash cards for each turn, and ask for group repetition.

4. Workbook Assignment

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

- 4.1 Before you finish the class, summarize the main teaching points of the session, e.g., Are you good at...?, Who is good at...?, Who can...? , and the abilities. Tell them you will check their homework assignments, and work on the Spelling/Pronunciation in the next session.
- 4.2 Finally, 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. They can search the Web and find the relevant pictures, or draw even if their drawing is not good. Ask them to prepare “Flash card size” (the same size you use in class). Remind them that they should write their names in English under the picture on the flash card. Assure them that you will help them if they need.

NOTE 1: You may bring some (5–6) large sheets (A3 paper sheets) next session to glue students’ ability cards on them and install the A3 sheets on the classroom walls.

NOTE 2: You’d better have a Persian–English–Persian dictionary with you (either on your mobile phone/tablet/iPad, or a hard copy of a Persian–English–Persian pocket dictionary) just in case your students ask you words or phrases that you may not know.

☺ It may be a good idea if you inform them about dictionary use, and that you enjoy looking for words and examples in the dictionary depending on the context of your class.

The Second Session Teaching Literacy Skills

Materials: Flash cards for words “Football”, “3 o’clock in the afternoon”, “Play”, “Plant”, “Swim”, “Swan”; scissors, glue/tape, some A3 paper sheets, and pins for class project;

Interaction: T-S, Ss-Ss

Time: 50 minutes

1. Greeting and checking homework assignments

Greet the students and call the roll. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 2.

2. Spelling & Pronunciation: Literacy Skills

In this section, you will focus more on [oo] sound in “football” and “afternoon” in the context.

2.1 Show the flash card for [oo] in “afternoon” and “football.” Ask them to read the words and recall both the meaning and pronunciation of “afternoon” which they learned in Lesson 2. Elicit /afternoon/ with long u: and /football/ with short Ū.

2.2 Now ask them to listen to a conversation between a teacher and a student who has a question about these two sounds. Say, “Listen to the CD and tell me what the student’s question is.” Ask your question in Persian if necessary:

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

2.3 Stop the CD player and repeat your question. You may elicit the correct answer in English or Persian depending on your students' English background. Then ask,

دانش آموز سؤال خود را با چه عبارتی شروع می کند؟

Elicit: "Excuse me, I have a question."

Now ask, "How do we say O-O"? Elicit, "Double O." Make sure they pronounce the ou in "double" as /dʌbl/.

NOTE: You needn't show or teach them the ʌ sound at this stage unless you have a highly proficient class.

Ask, "What's the second student's question?"

سؤال دانش آموز دوم چیست؟

Elicit "[pl]" in "play."

2.4 Play the CD again, and pause at the end of each turn (if your students are highly proficient) or each sentence (if your students have no background in English), and get them to repeat. When they are repeating the turns, show them the flash cards for [oo] and [pl] and make sure they say the words correctly.

2.5 Divide them into groups. Give them 3–4 minutes to find/recall words with [oo], [pl], [ee] and [sw]. When time is up, ask each group to say one word for one of the digraphs, write their examples on the board, and repeat the correct pronunciations yourself.



3. Workbook Assignment

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

3.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., words with [oo] (both long and short) and [pl] sounds in the word's middle and initial positions respectively, and the expression "Excuse me, I have a question".

3.2 Brief them about the Role Play next session and suggest the situations in advance so that they can think ahead and prepare themselves for the activity.

The Third Session Communicative Activities

Materials: Ability flash cards; Ability Form on Page 31 of the Student Book

Interaction: T-S, Ss-Ss: groups

Time: 50 minutes

1. Greeting and checking homework

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

2. Listening and Writing

- Tell them they are going to listen to two conversations about daily activities.

Explain that they should fill out the boxes in “When” column by day and time, and in “What” column by activity.

- Play the CD once and monitor their performance. This is an individual practice, so they should not ask each other for help.
- Play the CD once more to check their answers.

3. Reading, Speaking, and Writing

Review your students’ abilities that they shared with each other in the Class Project in Session 2. You can refer to their art works they produced last session. Now tell them that in this session, they should “write” the abilities in the Ability Form on Page 31.

- 3.1 Divide them into 3–4 (for average class size) or 5–6 groups (for large class size). Appoint a group coordinator for each group, or, if groups are fixed from the beginning of the year, ask the group coordinators to fill out the Ability Form in their books together with their group members. Group Coordinators should check the correct spelling of the abilities that the group members write in their form. **Give them 10 minutes.** Monitor their interactions and check the spellings.

3.2 Stop them when time is up. Now swap the group coordinators in the following order:

Group 1 Coordinator	sits with	Group 2
Group 2 Coordinator	sits with	Group 1
Group 3 Coordinator	sits with	Group 4
Group 4 Coordinator	sits with	Group 3
Group 5 Coordinator	sits with	Group 5
Group 6 Coordinator	sits with	Group 6

Tell each group to report what they have written in the form to the Guest Coordinator. Depending on the number of students in the groups, each group member will talk about his/her group member's ability sitting on their left side using the construction **"Zahra/Amin/etc. is good at / can"**



When all members of the group report on each other's ability, the Guest Coordinator may ask, "Who is good at / Who can ...?" using an ability not mentioned by the group. The Guest Coordinator should write down the ability s/he asks to report to you when you call on them.

4. Role Play

This is an activity to be done in pairs. Pair them up, or ask them to work with their neighbor. In case there are 3 students on each bench in crowded classes, pair up two students on the same bench, and pair up the left one with a student sitting in the front/back bench.

Give them time to practice the interview using the cards on pages 64 and 88. Monitor their interaction. When the majority of the pairs are done with completing the cards, call on 2–3 pairs to come to the front of the class OR stand up in their place, and play the interview.

5. Class Project: Students' Ability Cards

Students have already been briefed about the class project last session (see Session 1, 4.2 above). Check their ability cards one by one and give positive feedback on their performance. Divide them into 3–4 (for average-size classes) or 5–6 groups (for large-size classes). Give one A3 sheet of paper to each group and, depending on the ability card sizes, ask them to glue 4, 5, or 6 ability cards on it. Then, with your students, decide about the best design you can choose to install the A3 sheets on the walls.

NOTE 1: If you are not allowed to use the classroom walls to install students' art works, just collect their ability cards and acknowledge that you will add them to your own package of flash cards, and will show them to other students in other schools, or to the second graders next year.

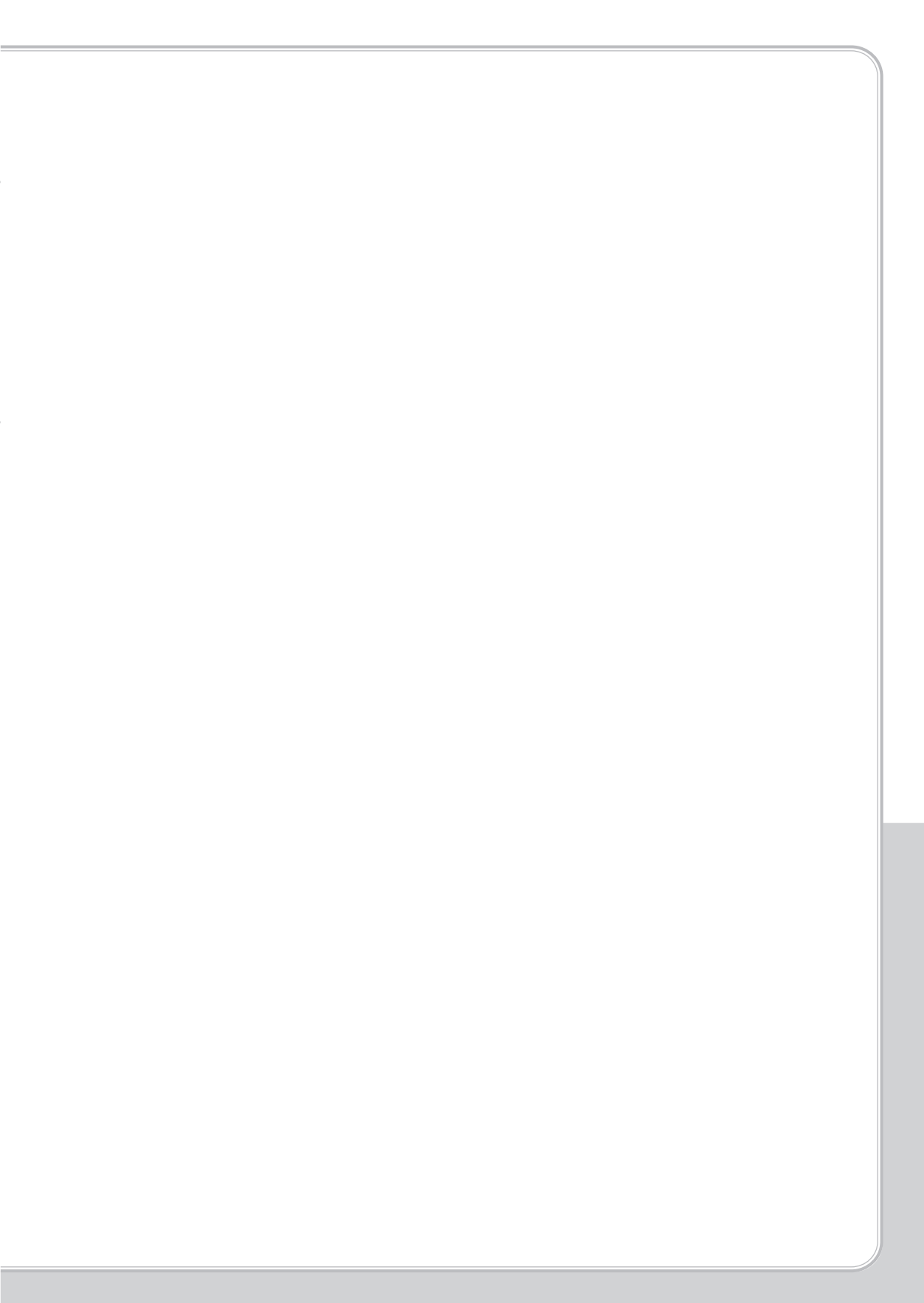
NOTE 2: In case you come up with a better idea to use students' ability cards, you are most welcome! What matters is how you reinforce their active participation in the classroom.

6. Finishing the lesson

Recapitulate the main teaching points in Lesson 3 (abilities, question forms to ask about people's abilities, the digraphs, etc.). Ask if they have any questions about the lesson, and explain problem areas.

7. Your thoughts about Lesson 3

- 7.1 How did your students perform the class activities?
- 7.2 Could you budget your time to follow all the steps suggested in this lesson?
- 7.3 What other activities would you design to maximize students' interaction and minimize TTT?





Lesson Four
My Health

Lesson Four

My Health

Sessions Snapshot

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

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

The First Session Teaching & Practicing Language Functions

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

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

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



1. Warm up

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

1.1 Say,

Oh, I don't feel well today ☹️.

Observe the students' reactions to your words.

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

Amin/Zahra, are you OK?

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

Why? What's the problem?

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

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

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

You know, I have a cold ☹️

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

What do you do when you have a cold?

وقتی سرما می خورید چه کار می کنید؟

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

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

I also have a headache; what should I do?

سر درد هم دارم، چه کار کنم؟

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



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

You should go home and rest.

1.4 Now make a sad face and say,

But I have English class today!

ولی امروز کلاس انگلیسی دارم!

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

1.5 start the lesson:

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

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

2. Conversation

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

2.1 Play the CD once and ask the following questions:

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

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

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

repeat the turns and check their pronunciation.

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

3. Practice 1–2

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

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

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

4. Workbook Assignment

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

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

The second Session: Teaching Literacy Skills

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

mechanic; CD player;

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

Time: 50 minutes

1. Greeting and checking homework assignments

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

2. Spelling and Pronunciation: Literacy Skills

In this section, you will focus more on the alternative sounds of [ea] and [ch] as /e/ and /k/ respectively.

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

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

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

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

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



3. Workbook Assignment

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

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

The Third Session

Communicative Activities

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

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

CD player;

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

Time: 50 minutes

1. Greeting and checking homework assignments

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

2. Listening and Writing

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

3. Reading, Speaking, and Writing: Integrated skills

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

Do the same activity with Groups 3–4.

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

4. Role Play

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

5. Class Project: First Aid Treatment

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

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

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

6. Finishing the lesson

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

Wish them luck!

7. Your thoughts about Lesson 4

7.1 How useful was this lesson?

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

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

First–Aid Treatments (cont.)

Name _____

Date _____

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



Story A

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



Story B

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



Story C

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



Story D

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



Lesson Five

My City

Lesson Five



Sessions Snapshot

Session	Content	Activities
1	Objectives	To describe cities, introduce tourist attractions
	Warm up	What's our city like?
	Conversation	Focus on famous places in a city;
	Practice (1)	Where is...? It's in the north.
	Practice (2)	What's (<i>name of a city</i>) like?
	Practice (3)	Is/Are there any/many ... in (<i>name of a city</i>)?
2	Literacy skills: spelling & pronunciation;	Spelling activities, pronunciation: [ph], [th], [que], [wh]; Sight Word Reading; Talk to Your Teacher: Which is correct?
3	Listening & writing	Purposeful listening
	Language use	Integration of skills: reading, speaking, writing
		Role play; Class Project: My Favorite City

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

The First Session Teaching & Practicing Language Functions

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

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

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



1. Warm up

Greet the students.

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

“Are you from Kerman/Tafresh?”

If the answer is “No,” ask,

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

Again if the answer is “No,” say,

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

If the answer is “Yes,” ask,

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Conversation

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

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

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

3. “What else? دیگر چه؟”

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

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

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

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

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

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

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

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

3. Practice 1–2–3

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

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

در مورد یک شهر چه چیزهایی می خواهید بدانید؟

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

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

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



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

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

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

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

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

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

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

It’s old.

... a big city.

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

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

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

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

3.6 Now you ask,

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

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

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

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

“Is there much traffic in ...?”

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

Provide the Persian meaning of “any” if necessary:

«هیچ» استادیومی در هست؟

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

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

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

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

4. Workbook Assignment

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

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

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

The Second Session Teaching Literacy Skills

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

Interaction: T-S, Ss-Ss

Time: 50 minutes

1. Greeting and checking homework assignments

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

2. Spelling & Pronunciation: Literacy Skills

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

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

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

the correct pronunciation of the sound.

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

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

a) “What’s جنوب غربی in English?”

b) “south”?

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

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



3. Workbook Assignment

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

3.1 Before you finish the class, summarize the main teaching points of the session on the board, e. g. , pronunciation of [th] and [w], expressions like “Is it correct?, Please say it again.”

3.2 Brief them about the Role Play next session and suggest the situations in advance so that they can think ahead and prepare themselves for the activity.

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

The Third Session

Communicative Activities

Materials: Information Gap cards, map of Iran

Interaction: T-S, Ss-Ss

Time: 50 minutes

1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework, and explain the general problem areas on the board.

2. Listening and Writing

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

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

3. Reading, Speaking, and Writing

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

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

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

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

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

4. Role play

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

5. Class Project: My Favorite City

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

6. Finishing the lesson

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

7. Your thoughts about Lesson 5

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



Lesson Six

My Village

Lesson Six

My Village

Sessions Snapshot

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

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

The First Session Teaching & Practicing Language Functions

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

Interaction: Teacher–Students; Students–Students

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



1. Warm up

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

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

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

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

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

2. Conversation

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

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

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

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

3. Practice 1–2–3

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

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

4. Workbook Assignment

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

- 4.1 Before you finish the class, summarize the main teaching points of the session including weather conditions, places in a village, and the geographical location of a village.
- 4.2 Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.

The Second Session

Teaching Literacy Skills

Materials: Flash cards for [fl], [th], [tr];
CD player;

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

Time: 50 minutes

1. Greeting and checking homework assignments

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

2. Spelling and Pronunciation: Literacy Skills

In this section, you will focus more on the alternative sounds of [fl], [th] as in “fly” and “there”.

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

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

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

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

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



3. Workbook Assignment

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

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

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

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

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

The Third Session

Communicative Activities

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

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

Time: 50 minutes

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

1. Greeting and checking homework assignments

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

2. Listening and Writing: Literacy Skills

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

3. Reading, Speaking, and Writing: Integrated skills

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

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

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

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

Card A

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

Card B

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

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

4. Role Play

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

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

5. Class Project: A Village To Know

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

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

Enjoy your students’ presentations! 😊

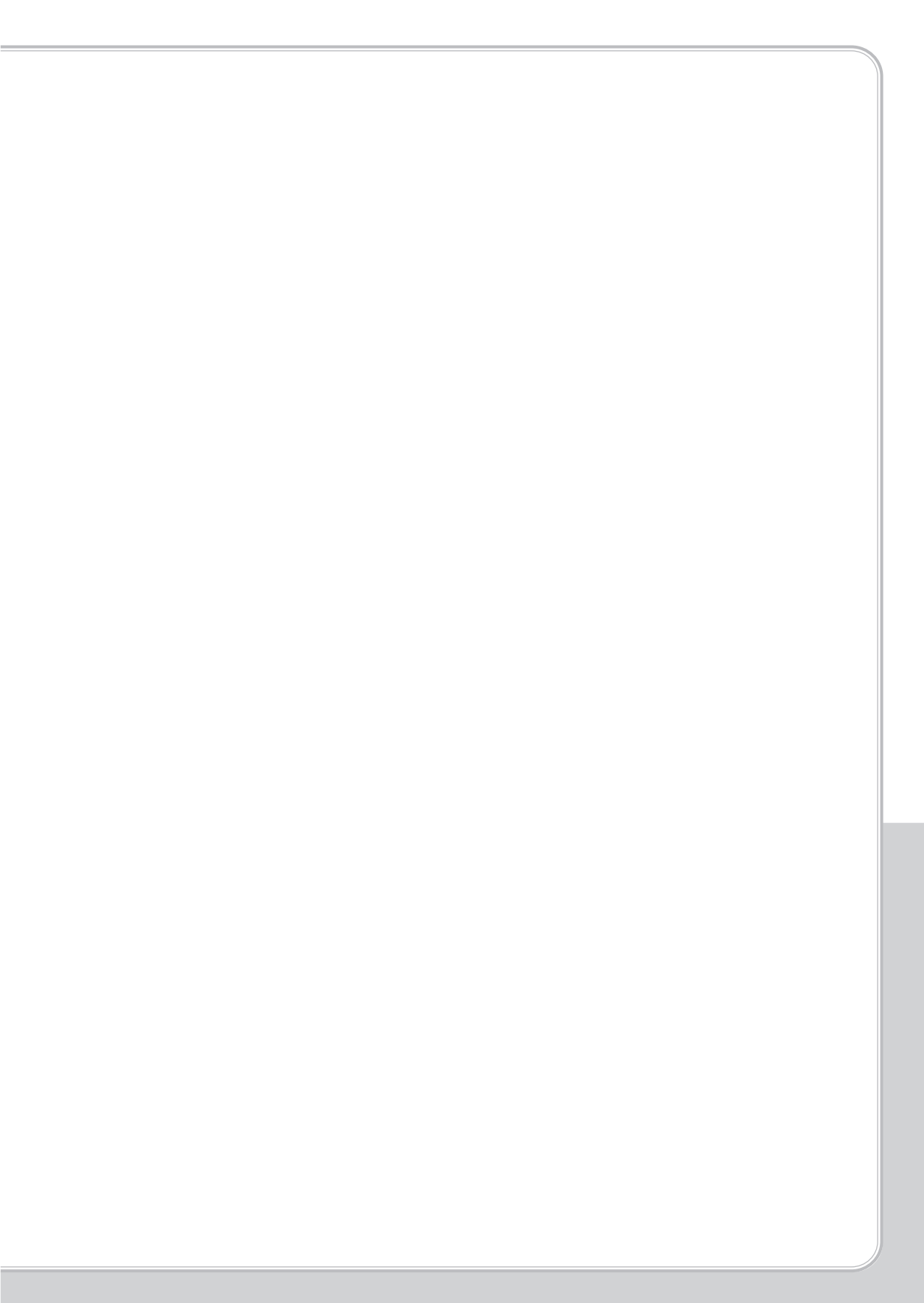


6. Finishing the lesson

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

7. Your thoughts about Lesson 6

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





Lesson Seven
My Hobbies

Lesson Seven

My Hobbies

Sessions Snapshot

Session	Content	Activities
1	Objectives	To talk about hobbies and free time activities: watching TV, playing chess/tennis, horse riding, etc.
	Warm up	I do crossword puzzles as a hobby.
	Conversation	Do you have any hobbies? / What do you do in your free time?
	Practice (1)	Do you have any hobbies? / What's your hobby? What do you do as a hobby?
	Practice (2)	What do you do in your free time? What do you like to do in your free time?
2	Literacy skills: spelling & pronunciation;	Spelling activities, pronunciation: [ing], [ou], [ow]; Sight Word Reading
	Reading	Talk To Your Teacher: How about...?
3	Listening & Writing	Purposeful listening
	Language use	Integration of skills: reading, speaking, writing
		Role play; Class Project: Hobbies Survey

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

The First Session Teaching & Practicing Language Functions

Materials: A crossword puzzle from a newspaper or magazine for the WarmUp 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

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



1. Warm up

Greet the students happily and say that today they're going to have a wonderful lesson:

1.1

We're going to have a wonderful lesson today; Guess what!

And with your facial gestures, make them curious and guess the meaning of "Guess what!"

(حدس بزنید چی!)

Elicit the title of the new lesson: "My Hobbies"

(سرگرمی های من)

1.2 Write the words "Hobby / Hobbies" on the board and read it aloud. Then, install two or three Hobbies flash cards on the board and say,

**We'll talk about our hobbies today.
People have different hobbies like
playing chess, horse riding,
playing computer games, or other things...**

and point to each activity on the board as you name it.

1.3 Pick the crossword puzzle that you have cut from a newspaper or magazine, show it to class and say,

I do crossword puzzles as a hobby.

1.4 Now address a strong student and ask him/her,

Mina/Ali, what do you do as a hobby?

Elicit one of the hobbies you introduced on the board, or the hobby that s/he 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.

If s/he names an additional hobby in Persian, provide the English equivalent.

NOTE 1: Make sure you will have a Persian–English–Persian dictionary with you to help students with the words they need and you may not know.

1.5 Now address another student and ask

Zahra/Amin, what's your hobby?

Help him/her to choose an activity from the list on the board or say his/her own if it's not listed in the flash cards. Provide the English equivalent if your student mentions a hobby in Persian.

2. Conversation

Tell the students they are going to listen to a conversation between a classroom teacher and her students about their hobbies. Ask them to listen carefully and say the names of the student and the teacher.

- Play the CD once and repeat your question, "Do you remember the students' names?" Elicit "Zahra" and "Samira."
- Now ask, "What's the teacher's name?" Elicit "Mrs. Emami."

c. See if they can answer also these questions:

- a) What's Zahra's hobby?
- b) What's Samira's hobby?
- c) What does Mrs. Emami do as a hobby?

NOTE 1: Do not teach them the do/does question forms! You will confuse them more than help them if you explain these constructions at this stage. Just get them used to these question forms orally and elicit the answers provided in the Practice sections. They are required to use "What's your hobby" or "What do you do as a hobby" to ask about people's hobbies in this lesson. Third person question forms can be used informally in role plays with more proficient classes.

- d. Play the CD again, and ask the students more about Samira's hobby: "What sort of things does Samira read?" Elicit "Books, magazines, sports news, poems."
- e. Now play the CD one more time, and get them to repeat the turns. Attend to their pronunciation. Pause the CD player at mispronounced words if any, play back, and have them repeat the mispronounced word after the speakers.

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

3. Practice 1–2

Warm up: Install all the Hobbies flash cards on the board, or, in case a video–projector is available, show the Hobbies slides on the screen. Your students are now ready to learn about other hobbies.

- a. Tell them they are going to listen to Q/As (Questions/Answers) about hobbies. Pre–view the hobbies on the board (slides). Say the word for each hobby and have them repeat after you. There is no need to provide the Persian equivalent for the words.

NOTE 1: Make sure you have already listened to the CD to pronounce the words correctly like the speakers.

- b. Play the CD for **Practice 1**. Ask them to follow the lines and listen only.
- c. Play the CD again and get them to repeat the turns. Attend to their pronunciations, especially their articulation of [ɪŋ (iŋ)] in “playing”, “shopping”, “reading”, etc. Make sure they do not produce a final [g] sound!
- d. Now divide the class into two groups. Have one group ask the questions and another group give answers as in the box.
- e. You may repeat 3.4 with two students from Group 1 and 2.
- f. Now Play the CD for **Practice 2**. Ask them to follow the lines and listen only.
- g. Play the CD one more time and pause after each question. Have them repeat the questions. After they repeat each question, show the flashcards for “horse riding”, “playing tennis”, “go shopping”, “walking in the park”, and “playing computer games”, and encourage them to answer using the activities in the flash cards. You can conduct this activity with groups or pairs.

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

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

4. Workbook Assignment

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

a. Before you finish the class, summarize the main teaching points of the session, e.g., “What’s your hobby/What do you do as a hobby”, and the different hobbies they practiced in this lesson.

NOTE 1: Tell the students that “hobby” and “free time” are mostly used interchangeably (like synonyms), but there is a slight difference: **hobby** is an activity that you do a lot regularly and in a specialized way, while **free time activity** is what you do just to enjoy yourself at your free time. So, for example, if you bike or play tennis or collect stamps regularly and/or several times a week, it’s your “hobby”, but if you do the same activities only to enjoy yourself whenever you have some free time, it’s your “free time activity.” However, most English speaking people consider them as synonyms.

NOTE 2: Inform the students that “**Pastime**” is a synonym for free time activities.

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



The Second Session

Teaching Literacy Skills

Materials: Flash cards for [ing], [ou], [ow];

CD player;

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

Time: 50 minutes

1. Greeting and checking homework assignments

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

2. Spelling and Pronunciation: Literacy Skills

- 2.1 Write “shopping”, “playing”. Ask the class to pronounce the words, and attend to their pronunciation of [ing]. Show the flashcards for [ing] and emphasize that the final /g/ sound is not pronounced, rather, the combination of /ing/ is produced nasally (from the nose). You may as well write **inŋ** on the board to better show that /n/ and /g/ are pronounced simultaneously with no /g/ sound at the end.
- 2.2 Now write “plow” and “browse” on the board. Pronounce them yourself (with /au/ sound), showing them the flash cards for [ow] with /au/ sound. Have them repeat after you.
- 2.3 Write “house” and “about” on the board. Pronounce them yourself (with /au/ sound), showing them the flash cards for [ou] with /au/ sound. Have them repeat after you.
- 2.4 Tell them they are going to listen to a conversation between a student his/her teacher about the pronunciation of some words. Ask them to listen carefully and say what the student’s question is.
- 2.5 Play the CD once and repeat your question. Elicit “Pronunciation of [ing]”.
- 2.6 Draw their attention to the student’s second question. Tell them that the student starts by saying “**How about...?**” **چطور؟** , and that they can use the same expression when they have one question about 2 or more things. *The Talk To Your Teacher part introduces this expression.*



3. Workbook Assignment

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

- 3.1 Before you finish the class, summarize the main teaching points of the session including the correct pronunciations of [ing], [ow], and the new vocabulary in the Sight Word Reading activity.
- 3.2 Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.
- 3.3 Inform them of the roles they will play in the Role Play part next session. Half of the class should prepare for the role of the Interviewer and the other half for the role of a famous person they like.
- 3.4 Finally, brief them about the **Class Project** next session. The title of the project is “Hobbies Survey.”

NOTE on Class Project: Hobbies Survey

1. Divide them into 4, 5, or 6 groups depending on the class size.
2. Tell them about the meaning of Survey /s3: rvei/:
نظرخواهی از یک یا چند گروه از افراد جامعه در مورد یک موضوع خاص – پیمایش.
نظرخواهی از افراد در مورد سرگرمی ها و اوقات فراغت آنها: “Hobbies Survey”
3. Tell them they should collect data on popular Hobbies from 4 groups of people: (1) Senior Citizens (افراد سالمند), (2) Teachers (any subject, e.g., math, science, English, etc.), (3) Housewives, and (4) School boys/girls (دوره متوسطه Secondary school). They can add another group named “Other Jobs” and collect data about the hobbies and free time activities of people in 2, 3 other jobs. They can choose one or two or three persons for each group.

4. Each group should make a poster for their Hobbies Survey. They can take pictures of the groups of people or use other illustrations as labels for the four (or five) categories of popular hobbies among these people.
5. Students may come across hobbies and free time activities that they do not know in English. Tell them to find the English words for those new hobbies, or ask you for help during the week before Session 3.

The Third Session

Communicative Activities

- Materials:** Hobbies flash cards; 5 copies of the “Hobbies/Free time activities Worksheet” in the Appendix;
CD player;
- Interaction:** Teacher–Student(s); Student–Student
- Time:** 50 minutes

1. Greeting and checking homework assignments

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

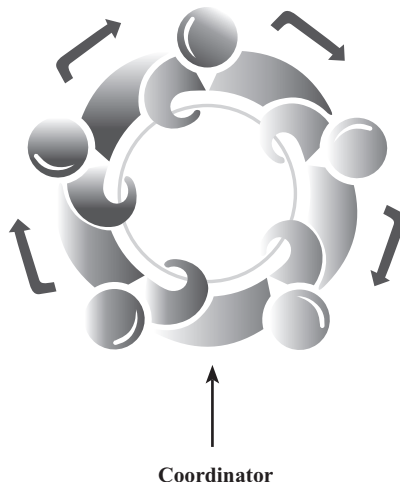
2. Listening and Writing

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

3. Reading, Speaking, and Writing

Review Note 3 in Session 2 about the slight difference between hobbies and free time activities (pastime).

- 3.1 Remind the students to mark “Free time activity” if they do that activity just for fun and not regularly, and “Hobby” if they do the activity regularly several times a week or a month at some degrees of specialty.
- 3.2 Divide the class into groups of 5. Choose one member (an average student) in each group as Group Coordinator to write down the other members’ answers in Hobbies/Free time activities Worksheet you have given them.
- 3.3 Apart from the Coordinator, there are 4 other members in each group. Each member should ask about his/her neighbor on his/her left side, “What’s your hobby?/What do you do (like to do) in your free time?” The neighbor may give two answers for Hobby and Free time, or just one answer for either Hobby or free time activity. The Coordinator will write down the member’s name in the Name column, and hobby and/or Free time activity in the second and/or third column.
- 3.4 This interaction will continue clockwise (from left to right) and the last member in the group will ask the same question from the Coordinator, and



the Coordinator will write down his/her name in the last row of the worksheet with his/her own information.

Monitor the groups' interaction to make sure they use the language correctly.

4. Role Play

Based on your briefing in Session 2, the students are ready to play The Interviewer and a Famous Person. The role play is about the famous person's Hobbies/Free time activities. The interviewer should start with greeting the famous person and then lead the conversation toward hobbies and free time activities.

As half of the class are prepared for the interviewer's role and the other half for the Famous Person's role, you can randomly choose two students from each role and pair them up with two students from the other role.

5. Class Project: Hobbies Survey

Based on your briefing in Session 2, the groups should bring their Hobbies Survey posters. Install the posters on the board or on the classroom walls, and together with all students, decide which hobbies or free time activities are the most popular ones among these groups of people.

List the new hobbies on the board and read them aloud together with the students.



6. Finishing the lesson

Recapitulate the main teaching points in Lesson 7 (different hobbies, how to ask about people's hobbies and free time activities), and see if they have any questions about the points taught in this lesson.

Tell them that they will now be able to talk to English speaking people about the topics they have learned in Prospect 2.

Wish them luck!

7. Your thoughts about Lesson 7

7.1 How well did your students perform in this lesson?

7.2 Are you happy with your teaching?

7.3 After studying 7 lessons in this year, how well can your students communicate in English?

7.4 How far has your teaching method changed in the past three years?

Appendix: Hobbies / Free time Worksheet

Name	Hobby	Free time activity
Group Coordinator:		

Audio Scripts

Listening for Lesson 1

1. **Two girls speaking while looking at an album**

A: Who's that in the picture?

B: She's my sister. She studies in France.

A: And who's the other girl?

B: That's Sheila, my sister's classmate.

A: Is she French?

B: No, she isn't. She is Spanish.

2. **Two boys speaking while watching football on TV**

A: Who's number 9? He's great.

B: Number 9? It's Charlie Nash.

A: Is he British?

B: No, he's originally Brazilian, but he plays in England.

Listening for Lesson 2

1. **Two schoolboys speaking**

A: Who's your English teacher this year?

B: Mr. Keivani.

A: What days do you study English?

B: On Monday mornings.

A: How do you like your English class?

B: It's great.

2. Two girls speaking

A: What do you do on weekends?

B: Nothing special. Why?

A: Let's do something together.

B: I just like to stay at home and relax.

A: Ummm, no problem.

Listening for Lesson 3

1.

A: Mother, my friend Arastoo can do a lot of things.

B: What can he do?

A: For example, he can draw very well.

B: Really?

A: Yes, he is very good at it. I have one of his drawings. Would you like to see it?

B: Oh, yes. This is really good.

A: He can swim very well, too.

B: Great! Do you like to learn, too?

A: Yes of course.

B: Ok...

2.

A: Hello class.

B: Hello teacher.

A: Today I am going to know about your abilities. Let's start it with Mehrnoosh.

Mehrnoosh, please tell me about your abilities. What can you do well?

B: Umm, I'm good at cooking, I cook a lot of foods, and I can make a cake, too.

A: That's so good. Are you good at searching the web?

B: Oh, yes. I can do it well.

A: So can you find the name of some special kinds of food from other countries?

B: Sure.

A: Thank you, Mehrnoosh. Sit down, please. Soodabeh, now it's your turn. What can you do well?

B: Uh, well, I'm good at ...

Listening for Lesson 4

1.

A: Mom!

B: What's wrong?

A: I can't do my homework.

B: What's the problem?

A: I've got a headache.

B: Get some rest. I'll call your teacher tomorrow.

2.

A: You don't look well.

B: I've got a sore throat.

A: We should see a doctor.

B: But I have to go to school now.

A: Don't worry. I'll talk to the principal.

Listening for Lesson 5

1.

A: Tom, I'm going to see my family in Iran for the New Year holidays.

Do you like to come with me?

B: Where in Iran are you from, Farhad?

A: I'm from Ilam. It's in the west.

B: What's it like?

A: It's a very old and beautiful city.

B: I'll think about it.

2.

A: Let's start the game. You should guess the name of the city.

B: OK.

A: It is a city in Iran. It is so big.

B: Is it Tehran?

A: No, it isn't. It is very famous for its holy shrine.

B: Is it Shiraz?

A: No, it isn't. It's in the north-east of our country.

B: I think it's Mashhad.

(Sound Effect: Clapping)

Listening for Lesson 6

1.

A: Where are you from, Amir Hossein?

B: A village near Fooman.

A: What's it like?

B: It is famous for its beautiful old houses.

A: What's the weather like?

B: It's wet most of the time.

2.

A: Where are you going on vacation?

B: To a famous village in East Azarbaijan.

A: Oh, great! What's its name?

B: Guess, it's a beautiful mountain village.

A: Where is it?

B: I think it's near Oskoo.

A: What's the weather like?

B: It is cold and dry in winter.

A: Oh, I think I know that. Is it Kandovan?

B: Yes, correct.

Listening for Lesson 7

1.

A: Do you have any hobbies?

B: Yes, I often play computer games.

A: And what do you usually do in your free time?

B: I go horse riding.

A: Great! I like it, too.

2.

A: What are you reading?

B: A sports magazine.

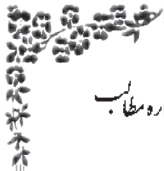
A: Do you like sports?

B: Yes, I often read about basketball. What about you?

A: Well, I watch basketball as a hobby. And I play it in my free time.

B: Sounds interesting!





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دفترتالیف کتاب های دبستان و متوسطه نظری



