

English for Schools

PROSPECT

1

Teacher's Guide

کتاب معسلم
الکلیسی

پایه اول (هفتم)
دوره اول متوسطه

۱۳۹۲



وزارت آموزش و پرورش
سازمان پژوهش و برنامه‌ریزی آموزشی

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

نام کتاب : کتاب معلم انگلیسی دوره اول متوسطه (هفتم) - ۷۹

سرگروه تألیف : سید بهنام علوی مقدم

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ویراستار : حسن ستایش

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

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

تلفن : ۸۸۸۳۱۱۶۱-۹، دورنگار : ۸۸۳۰۹۲۶۶، کد پستی : ۱۵۸۴۷۴۷۳۵۹

وب سایت : www.chap.sch.ir

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ناشر : شرکت چاپ و نشر کتاب‌های درسی ایران

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

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

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

سال انتشار و نوبت چاپ : چاپ اول ۱۳۹۲

حق چاپ محفوظ است.

شابک ۹۷۸-۹۶۴-۰۵-۲۲۸۵-۱ ISBN 978-964-05-2258-1

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

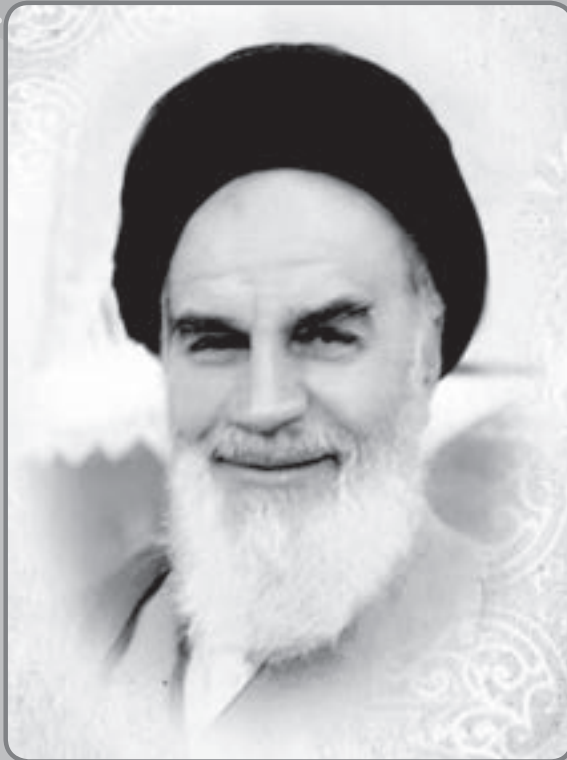
وَمِنْ آيَاتِهِ خَلْقَ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ السِّبْتِكُمْ وَالْوَانِكُمْ، إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

روم، ۲۲

و از نشانه‌های قدرت خداوند آفرینش آسمان‌ها و زمین و نیز تفاوت زبان‌ها و رنگ‌های شما انسان‌هاست؛ و به تحقیق در همه اینها نشانه‌هایی از حکمت الهی برای 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 زبان های زنده دنیا جزء برنامه تبلیغات مدارس باشد... امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی رفت. امروز ما می توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

امام خمینی (رحمة الله علیه)

Table of Contents

Introduction	8
Teacher's Notes	
Welcome	17
Lesson 1	22
Lesson 2	30
Review 1	38
Lesson 3	40
Lesson 4	48
Review 2	56
Lesson 5	58
Lesson 6	66
Review 3	74
Lesson 7	76
Lesson 8	86
Review 4	94
Audio Script	97



مقدمه

کتاب Prospect 1 که برای دانش آموزان پایه اول مقطع متوسطه اول تألیف گردیده، اولین بخش از مجموعه شش جلدی English for Schools می باشد که به منظور آموزش زبان انگلیسی به دانش آموزان مقاطع متوسطه اول و دوم، با رویکرد ارتباطی فعال و خودباورانه طراحی گردیده است. رویکرد ارتباطی در آموزش زبان بیش از آن که یک شیوه آموزش زبان دوم/ خارجی باشد، رویکردی است مبتنی بر تقویت روحیه تعامل و ایجاد توانایی ارتباط براساس نیازهای ملموس زندگی فردی و اجتماعی. این رویکرد در دهه های 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 1 براساس اصول کلی و پذیرفته شده رویکرد ارتباطی و با در نظر گرفتن دو ویژگی نقش فعال فراگیران در فرایند آموزش و تأکید بر تقویت روحیه حل مسأله و خودباوری در دانش آموزان تدوین گردیده است. روح حاکم بر رویکرد ارتباطی فعال و خودباورانه، توجه به نیازهای واقعی فراگیران در موقعیت های ارتباطی با تکیه بر اصول کلی زیر می باشد:

- استفاده از فعالیت های آموزشی متنوع در فرایند یادگیری زبان
- تأکید بر یادگیری زبان از طریق تجربیات زبانی
- استفاده از محتوای غنی، معنا دار و قابل فهم در تدوین محتوای آموزشی
- ارتقاء روحیه فراگیری زبان در محیط مشارکتی و از طریق همکاری و همیاری در کلاس
- ارائه بازخوردهای اصلاحی مناسب به خطاهای فراگیران
- توجه به جنبه های عاطفی و نقش آنها در فرایند آموزش زبان

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

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

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

– در انجام فعالیت های شنیداری و خوانداری زمینه باید به گونه ای فراهم شود که دانش آموزان به درک معنی توجه کنند و بتوانند نسبت به آنچه خوانده یا شنیده اند به صورت شفاهی یا کتبی واکنش مناسب نشان دهند.

– یکی از مشخصه های ارتباط، غیر قابل پیش بینی بودن و وجود خلاء ارتباطی می باشد. بنابر این باید زمینه به گونه ای فراهم شود که دانش آموزان توانایی برخورد با موقعیت های غیر قابل پیش بینی و خلاءهای اطلاعاتی را کسب نمایند.

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

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

اجزای بسته آموزشی

با این رویکرد کلی و با توجه به ملاک های مربوط به تدوین محتوا اجزاء مختلف بسته آموزشی کتاب Prospect 1 عبارتند از :

۱- کتاب دانش آموز :

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

– بخش مهارت های شفاهی (شنیداری و گفتاری) که با یک مکالمه آغاز و با بخش Practice ادامه پیدا می کند.

– بخش دوم بخش مهارتهای نوشتاری (خواندن و نوشتن) است که تحت عنوان مهارتهای سوادآموزی مطرح شده است. در این بخش فعالیت هایی با هدف آموزش حروف الفبا و ارتباط حروف و اصوات طراحی شده است. فعالیت های این بخش زمینه را برای کمک گرفتن از مهارتهای شفاهی برای تقویت مهارتهای نوشتاری فراهم می کند به این معنی که در طراحی فعالیت ها، مهارت خواندن با مهارت شنیدن و مهارت نوشتن با مهارت سخن گفتن تلفیق شده اند.

– بخش ایفای نقش (Role Play/Your Conversation) که هدف اصلی از آن مرور کنش های زبانی فراگرفته شده در درس و ارایه فرصت به دانش آموزان برای کاربرد مطالب آموخته شده در یک موقعیت مشخص و واقعی است.

۲- کتاب کار :

کتاب کار به منظور عمق بخشی به مطالب ارایه شده در کتاب دانش آموز و ارایه فعالیت های دسته بندی شده و مرتبط با محتوای کتاب دانش آموز و اهداف آموزشی دوره تدوین گردیده است. البته انجام فعالیت های کتاب کار در کلاس درس بستگی به تصمیم معلم و در نظر گرفتن شرایط زمانی کلاس دارد. در پایان کتاب کار، ضمیمه آموزش الفبا در نظر گرفته شده که به تفکیک و با درج علائم و راهنمای شیوه نوشتن صحیح هر یک از حروف الفبا فرصتی برای دانش آموزان فراهم می آورد تا توانایی خود را در کسب مقدمات نگارش تقویت نمایند.

۳- لوح فشرده :

برای اولین بار در نظام آموزش رسمی زبان های خارجی کشور استفاده از فایل صوتی در کلاس درس زبان انگلیسی الزامی است و جزء لاینفکی از فرایند آموزش محسوب می شود. این لوح شامل فایل های صوتی بخش های زیر می باشد :

• سرودهای بخش خوشامد

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

• واژگان فرهنگ مصور پایان کتاب

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

۴- فلش کارت معلم :

فلش کارت به عنوان بخشی از بسته آموزشی محسوب می گردد 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 کارت ها در فرایند آموزش و درجای خود ضروری است. همکاران گرانقدر می توانند دانش آموزان خود را به ساخت فلش کارت دانش آموز نیز ترغیب نمایند.

۵- پایگاه اطلاع رسانی :

با توجه به اهمیت ارتباط دبیران گرامی با مؤلفان کتاب و کارشناسان دفتر تألیف کتاب های درسی سازمان پژوهش و برنامه ریزی آموزشی، پایگاه اطلاع رسانی eng-dept.talif.sch.ir به عنوان پل ارتباطی در نظر گرفته شده است و همکاران می توانند علاوه بر ارسال نظرات خود، از جدیدترین اخبار، دستورالعمل ها، کاربرگ ها، نمونه های آزمون و مواردی از این دست در این پایگاه اطلاع رسانی مطلع گردند.

طراحی مجموعه

همان طور که در ابتدای بحث اشاره شد، راهنمای برنامه درسی ملی قلمرو، اهداف و جهت گیری های کلی حوزه آموزش زبان های خارجی در سطح کلان را مشخص نموده است و آموزش زبان های خارجی را از منظر توانایی برقراری ارتباط با سایر جوامع و دستاوردهای بشری در سطح منطقه ای و جهانی ضروری می داند. به عبارت دیگر، راهنمای برنامه درسی، زبان را وسیله ایجاد ارتباط معرفی می کند و تاکید دارد که آموزش زبان به گونه ای صورت پذیرد که دانش آموز پس از آموزش قادر به ایجاد ارتباط با استفاده از تمامی مهارت های چهارگانه زبانی برای دریافت و انتقال معنا باشد.

مولفان مجموعه با عنایت به هدف کلی فوق و در نظر گرفتن رویکرد توصیه شده یعنی رویکرد ارتباطی فعال و خودباورانه، سعی نموده اند آموزش زبان را به گونه ای طراحی نمایند که دانش آموزان در پایان دوره متوسطه بتوانند نیازهای پایه ارتباطی خود را با حفظ ارزش ها و فرهنگ خودی برآورده کنند. برای رسیدن به این هدف، محتوایی طراحی شده که استفاده از آن شرایط خاصی را ایجاد می کند. در ایجاد شرایط لازم برای آموزش زبان، معلم، دانش آموز و مواد آموزشی نقش هایی بر عهده دارند که در ادامه به آنها پرداخته شده است:

نقش معلم:

در رویکردهای سنتی، معلم تنها مرجع تصمیم گیری و انتقال دهنده دانش به دانش آموزان تلقی می شود؛ در حالیکه در رویکرد ارتباطی، معلم تسهیل کننده فرایند یادگیری است و این فراگیر است که می بایست 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 یاری دهنده دانش آموز در فرایند آموزش و یادگیری ظاهر شود.

نقش دانش آموز:

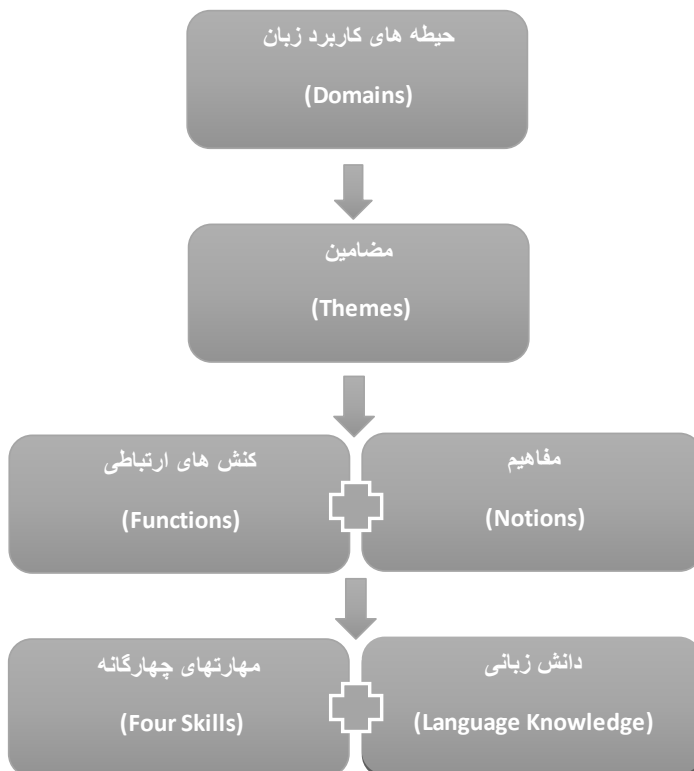
در دیدگاه های سنتی، دانش آموز نقشی انفعالی دارد به این معنی که از وی انتظار می رود آنچه را معلم انتقال می دهد به بهترین وجه دریافت کند. حال آن که در رویکرد ارتباطی فعال و خودباورانه، انتظار می رود دانش آموز وظیفه یادگیری را خود بر عهده گیرد و در این راستا نقشی مشارکت جویانه و فعال در فرایند آموزش ایفا کند.

نقش مواد آموزشی:

در دیدگاه های سنتی، کتاب درسی، تنها منبع آموزشی دانش آموزان محسوب می گردد و انتظار می رود دانش آموزان از طریق تعامل با کتاب درسی به اهداف آموزشی دست یابند. در حالیکه در رویکردهای نوین ارتباطی، کتاب درسی نقطه آغاز فرایند آموزش و یادگیری است و انتظار می رود معلم با ابتکار و خلاقیت خود زمینه را برای تعمیق فرایند یادگیری از طریق تعاملات بین خود و دانش آموزان و هم چنین تعامل دانش آموزان با یکدیگر فراهم کند. بعلاوه انتظار می رود فرایند یادگیری در خارج از کلاس نیز با فعالیت های هدایت شده معلم ادامه یابد.

نحوه انتخاب و سازماندهی محتوا

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

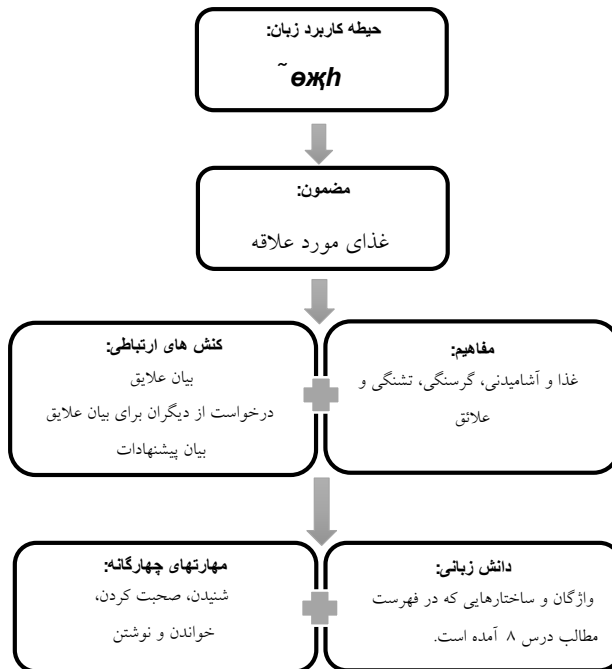


نمودار ۱- شیوه طراحی محتوی در کتاب Prospect 1

حیطه های ارتباطی انتخاب شده عبارتند از حیطه شخصی، حیطه اجتماعی، حیطه آموزش و تحصیل و حیطه کار و شغل. توالی آموزش در حیطه های نامبرده از اصل آموزشی حرکت از محیط پیرامونی نزدیک به محیط های دورتر پیروی می کند. در کتاب Prospect 1 مضامین از حیطه شخصی انتخاب شده و در گزینش آنها نیازهای ارتباطی ملموس دانش آموزان در اولویت قرار گرفته است. مضمون های این کتاب به قرار زیر است:

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

در ارتباط شکل گرفته پیرامون هر مضمون، از کنش های ارتباطی و مفاهیم خاصی استفاده شده است که تسلط بر آنها نکات آموزشی هر درس را تشکیل می دهد. به عنوان مثال، نمودار شماره ۲ شیوه طراحی محتوای درس هشت را نشان می دهد:



نمودار ۲ - طراحی محتوای درس هشت

تأکید می گردد کتاب Prospect 1 نخستین حلقه از مجموعه ای شش جلدی است که طیف وسیعی از حیطه های ارتباطی و مضامین مورد استفاده در آنها و همچنین کنش های ارتباطی و مفاهیم زبانی را ارائه خواهد کرد. لذا قضاوت درباره آن می بایست با در نظر گرفتن این ویژگی و نگاه به بخش های بعدی مجموعه انجام شود.

روش تدریس Prospect 1 از اصول رویکرد ارتباطی فعال خودباورانه پیروی می کند و بر نوعی از راهکار آموزشی با این فرض مبتنی است که یادگیری زبان با ایجاد حساسیت و توجه به نقش الگوهای زبانی در ایجاد معنی آغاز می شود و چنانچه به دنبال ایجاد این توجه الگوها مورد تمرین های کنترل شده قرار گیرند و در انتها فرصت استفاده شخصی از الگوها در بافتی معنی دار ایجاد شود یادگیری تقویت و تثبیت خواهد شد. بر این اساس، هر درس با مکالمه ای واقعی آغاز می شود که دانش آموزان از طریق آن به نقش کنش های زبانی در ایجاد ارتباط میان فردی و همچنین اشکال زبانی آنها توجه می کنند. سپس تمرین کنش ها به شکلی کنترل شده ادامه می یابد. تمرین های بخش مهارت های نوشتاری نیز به تقویت توجه به الگوها کمک می کنند تا در انتها دانش آموزان خود بتوانند با ایفای نقش، کنش های ارتباطی را در بافتی معنی دار بکار ببرند.

در زیر به نحوه تدریس هر یک از مراحل متناسب با اهداف هر مرحله اشاره شده است :

Steps in Teaching Conversation and Practice

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

Steps in Teaching Sounds and Letters

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

Steps in Teaching Listening and Reading

1. Warm-up
2. Audio-Visual Presentation (two to three times)
3. Checking and Explanation (feedback)

Steps in Teaching Speaking and Writing

1. Warm-up
2. Pair/Group Work
3. Checking and Explanation (feedback)

Steps in Teaching Your Conversation/Role Play

1. Warm-up
2. Pair/Group Work
3. Student Presentation
4. Checking and Explanation (feedback)

سنجش پیشرفت تحصیلی

متناسب با رویکرد و روش تدریس توصیه شده روشهای سنجش پیشرفت تحصیلی بر این اصل کلی استوارند که سنجش عمدتاً در خدمت یادگیری است و قرار است روش های آموزشی را تقویت کند. در این راستا سنجش به دو نوع تقسیم می شود که عبارتند از سنجش غیررسمی کلاسی و سنجش رسمی نیمسال اول و پایان سال.

سنجش غیر رسمی کلاسی :

این نوع سنجش که قرار است توسط معلم و دانش آموزان هر دو صورت پذیرد بدون ایجاد وقفه در روند فعالیت های یاددهی یادگیری انجام می گیرد. هدف این نوع سنجش مقایسه عملکرد هر یک از دانش آموزان با اهداف آموزشی است که بر معیارهای عملکردی استوارند. در این نوع سنجش دانش آموزان با هم مقایسه نمی شوند بلکه مشخص نمودن نقاط قوت و ضعف شان در ارتباط با معیارهاست که به معلم و خود دانش آموزان کمک خواهد کرد در روند آموزش و یادگیری تغییرات لازم را متناسب با نیازهای آموزشی ایجاد نمایند. در این فرآیند معلم به دانش آموزان کمک می کند که خود به تدریج معیارها را بشناسند و با استفاده از آنها به خودارزیایی بپردازند. خودارزیایی در دروس مروری کتاب برجسته شده و در کار کردن با آنها دانش آموزان به میزان موفقیت خود در یادگیری اهداف آموزشی پی می برند.

سنجش رسمی نیمسال اول و پایان سال :

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

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

در سنجش رسمی لازم است قبل از اقدام به طراحی سؤال اهداف آموزشی در قالب Test Specifications (جدول مشخصات آزمون) تهیه و در آن به تکنیک‌های طرح سؤال متناسب با هر یک از اهداف آموزشی اشاره شود.

ساختار هر درس در راهنمای معلم

هر درس در کتاب راهنمای معلم Prospect 1 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 از درس آمده که با تعدادی فعالیت و یک بازی پیشنهادی و نیز ارجاع به کتاب کار که در ارتباط با آن قسمت‌ها است همراه می‌باشد. برای آموزش هر بخش مدت زمان پیشنهادی ارائه شده که بسته به موقعیت و شرایط موجود در هر کلاس متغیر می‌باشد. در پایان بخشی با هدف بازاندیشی در آموزش (Reflecting on Your Teaching) آمده که از همکاران محترم درخواست می‌شود افکار و نظرات خود را در ارتباط با موارد زیر در آن مرقوم نمایند.

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

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



Preliminaries

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

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

Welcome has been designed with the following purposes:

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

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



Words

(7 minutes)

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

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

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

•Ask them the following questions in Persian:

۱) این کلمات را کجا می توان دید؟

۲) آیا نمونه مشخصی را می توانید مثال بزنید؟

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

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

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

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

Letters

(7 minutes)



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

Numbers

(7 minutes)



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

Colors and Classroom Objects

(7 minutes)



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

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

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

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

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

Let's know each other

(7 minutes)



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

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

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

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

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

Workbook Activities

(15 minutes)



•Now ask your students to open their workbooks to Page 2 and do the exercises.

•Help them with the requirements of each exercise and do one or two items as an example.

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

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

Lesson 1

My Name

Lesson Objectives

Functions

- Greeting
- Introducing oneself

Literacy Skills

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

Key Language

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

•**Conversational Language Frames:**

Hello/Hi/Good morning/afternoon,

How are you?

Fine, thanks

What's your (first/last) name?

My name's/ I'm

How do you spell

Conversation

Preparation

(10 minutes)



•Describe the lesson objectives in Persian.

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

۱. این مکالمه در کجا اتفاق می افتد؟

۲. فکر می کنید این افراد چه نسبتی با یکدیگر دارند؟

۳. آنها درباره چه چیزی صحبت می کنند؟

۴. شما معمولا چگونه با دیگران احوالپرسی می کنید؟

•(Optional Activity)

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



Listening (10 minutes)

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

Example Questions:

۱. نام معلم چیست؟
۲. نام دانش آموز نخست چیست؟
۳. معلم چگونه با این دانش آموز احوالپرسی می کند؟
۴. دانش آموز چگونه به معلم پاسخ می دهد؟



Practice 1 ➔ Greeting (15 minutes)

- Tell your students that they are going to learn different ways of greeting someone. Let them know what each turn means.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then ask the class to greet you.
- Next ask your students to pair up and practice greeting each other.
- Finally, invite pairs to come to the front of the class to role play the greetings.



Practice 2 ➔ Introducing Yourself (15 minutes)

- Tell your students that they are going to learn different ways of introducing oneself. Let them know what first and last names are.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then ask the class to ask your name.
- Next ask your students to pair up and practice asking each other's names and greeting.

•Finally, invite pairs to come to the front of the class to role play the introductions and greetings.

Sounds and Letters



Preparation (5 minutes)

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

Example Questions:

۱. نام معلم چیست؟
۲. نام اولین دانش آموز چیست؟
۳. معلم چگونه از او می خواهد که نام خانوادگی اش را تکرار کند؟
۴. او چگونه به معلم پاسخ می دهد؟



Letter A/a (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **a** in the words **Kimia Komijani**.
 - Show the flash card for letter A/a and say the name of the letter two or three times.
 - Show the flash card, say the name and ask students to repeat it.
 - Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper case forms are used at the beginning of proper names and the first word in a sentence.
 - Now ask your students to find words with the letter A/a in their books.
 - Then draw your students' attention to two of the different sounds for the letter: /æ/ and /ɑ:/. Give examples of names with the sounds and ask students to repeat them.
- Example names: Ahmad, Mina, Aram, Mahmood, Ali, Maral, etc.
- (Optional Activity)** Ask your students to do Exercise 1 on Page 4 in their workbooks.

- Ask if there are students in class whose names include the letter A/a. Ask them to decide what the letter a in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter A/a on Page 52 in the appendix at the end of their workbooks.



Letter K/k (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **K** in the words **Kimia Komijani**.
- Show the flash card for letter K/k and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Now say the sound / k / for the letter two or three times and ask the students to repeat it after you.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter K/k in their books.
- (Optional Activity)** Ask your students to do Exercise 1 on Page 4 in their workbooks.
- Ask if there are students in class whose names include the letter K/k.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter K/k on Page 62 in the appendix at the end of their workbooks.



Letter M/m (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **m** in the words **Kimia Komijani**.
- Show the flash card for letter M/m and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.

- Now say the sound / m / for the letter two or three times and ask the students to repeat it after you.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter M/m in their books.
- **(Optional Activity)** Ask your students to do Exercises 1–4 on Pages 4–5 in their workbooks.
- Ask if there are students in class whose names include the letter M/m.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter M/m on Page 64 in the appendix at the end of their workbooks.

Follow-up Activity

- Ask your students if they can spell their names.
- Draw their attention to the Talk to Your Teacher box on Page 8 in their student books and explain how they can ask for word spellings (including their own names).
- Ask them to pair up and practice the question and the answers using their own names.
- Now ask them to use the question to ask you for spellings of names in English.
- Finally ask students to say more names with the letters **a, k, m**.

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

Listening and Reading

Preparation (5 minutes)



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

Listening (15 minutes)



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

Correct Answers:

Conversation 1: *Kimia Ahmadi*

Conversation 2: *Mahdi Karimi*

Speaking and Writing (15 minutes)



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

Your Conversation (15 minutes)



- Explain that your students are going to pair up and practice the lesson functions using their own information.
- Remember that the incomplete conversation on Page 9 in the student book is only a model and that your students are not supposed to write anything to complete it. **This is only an oral practice.**
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Prepare some name cards (half the number of students in your class). Cut up as many

as you need for your class, making sure each name appears twice. Give out the name cards. Tell the students that somewhere in the class is someone with the same name. To do this, they will have to stand up and move around the class, introducing themselves and asking for names until they find someone with the same name. When they have found that person, they can sit down. **The object of the game is to find someone with the same name.**

Assignment

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

Lesson 2

My Classmate

Lesson Objectives

Functions

- Introducing others
- Asking someone's name

Literacy Skills

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

Key Language

•**Words and Expressions:** boy, girl, man, woman, friend, classmate

•**Conversational Language Frames:**

Who's that (boy)?

He's my (friend)

This is my (friend)

Nice to meet you.

Nice to meet you, too.

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

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

Conversation

Preparation (10 minutes)



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

۱. این مکالمه در کجا اتفاق می افتد؟

۲. فکر می کنید این افراد چه نسبتی با یکدیگر دارند؟

۳. آنها درباره چه چیزی صحبت می کنند؟

۴. شما معمولا چگونه دوستانتان را به یکدیگر معرفی می کنید؟

•(Optional Activity)

Act out the conversation in class using your own name and your students' names. Remember to use mimes. As an alternative, ask a colleague/a student from another class to come to your class and introduce him/her to your students.



Listening (10 minutes)

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

Example Questions:

۱. نام افرادی که صحبت می کنند چیست؟
۲. کدام دانش آموز دو نفر را به هم معرفی می کند؟
۳. چه افرادی به هم معرفی می شوند؟
۴. پرهام چگونه آن دو را به هم معرفی می کند؟
۵. علی و عرفان چگونه با یکدیگر احوالپرسی می کنند؟



Practice 1 ➔ Introducing Others (15 minutes)

- Tell your students that they are going to learn different ways of introducing and greeting others. Let them know what each turn means.
- Let them know what the words **classmate** and **friend** mean and ask them to repeat the words several times.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then ask the class to introduce one student to you and you do the greeting.
- Next ask your students to work in groups of three and practice introducing and greeting others. They can refer to the photo dictionary at the end of their student books for words they don't know.

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



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

- Tell your students that they are going to learn how to ask someone's name. Let them know what each turn means.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then point to some individual students in class and ask the class to say their names.

Example Question: *Who is that boy/girl?*

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

Sounds and Letters



Preparation (5 minutes)

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

Example Questions:

۱. نام دانش آموز چیست؟
۲. او چه خواسته ای دارد؟
۳. کتابدار چگونه از او می خواهد که نام خانوادگی اش را تکرار کند؟
۴. او چگونه به کتابدار پاسخ می دهد؟



Letter E/e (15 minutes)

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

Example names: *Behnaz, Pedram, Emad, Esmat, Sepehr, Sepideh, etc.*

- Ask if there are students in class whose names include the letter E/e. Ask them to decide what the letter e in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter E/e on Page 56 in the appendix at the end of their workbooks.



Letter B/b (15 minutes)

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

Example names: *Behnaz, Bahram, Behrooz, Abbas, Ziba, Mobin, Zaynab, etc.*

- Ask if there are students in class whose names include the letter B/b.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter B/b on Page 53 in the appendix at the end of their workbooks.



Letter P/p (15 minutes)

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

Example names: *Parisa, Pedram, Sepideh, Parviz, Sepehr, etc.*

- **(Optional Activity)** Ask your students to do Exercises 1–2 on Page 12 from their workbooks.
- Ask if there are students in class whose names include the letter P/p.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter P/p on Page 67 in the appendix at the end of their workbooks.

Follow-up Activity

- Ask your students if they can spell their names and write their phone numbers in the card on Page 8.
- Draw their attention to the **Talk to Your Teacher** box on Page 12 in their student books and

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

- Ask them to pair up and practice the question and the answers using their own names.
- Now ask them to use the question to ask you for spellings of names in English.
- Finally, ask students to say more names (first and last) with the letters **e, b, p**.

Example Names: *Ebadi, Pakzad, Bahrami, Parinaz, Elaheh, Behnam, Pedram, etc.*

Listening and Reading



Preparation (5 minutes)

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



Listening (15 minutes)

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

Correct Answers:

Conversation 1: ***Bita Ebadi***

Conversation 2: ***Babak Pakzad***



Speaking and Writing (15 minutes)

- Explain what your students are supposed to do in this part: Each student greets three other students and asks for their names. Then he/she decides on the shortest and the longest first and last names in the group and writes them in the spaces provided in the table on Page 13 in their student books.

- Tell them to use the question ***How do you spell your name?*** or ***Can you help me, please? I can't spell*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the names they have found.

Your Conversation

(15 minutes)



- Explain that your students are going to work in groups and practice the lesson functions using their own information.
- Remember that the incomplete conversation on Page 13 in the student book is only a model and that your students are not supposed to write anything to complete it. **This is only an oral practice.**
- Give them enough time to practice their conversation in groups.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- (Optional Activity)** Ask students from different parts of the class to do the conversation.
- (Game)** Ask a student to spell his/her name and the class will say the name. Then ask another student to say his/her name and the class will spell the name. Continue this with several students in class. This can be a chain practice.

Assignment

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

A graphic of an open book with the word "Review 1" written across the pages in a stylized, outlined font.

Review 1

A graphic of a brushstroke with the text "Lesson 1-2" written across it in a simple, bold font.

Lesson 1-2

Objectives

Functions Reviewed

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

Literacy Skills Reviewed

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

•Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 1 and 2 and assess their own abilities to **introduce themselves, greet people, introduce others, and ask other people's names.**

•Remember that the incomplete sentences on Page 14 in the student book is only a model and that your students are not supposed to write anything to complete it. **This is only an oral practice.**

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



•Ask students to pair up and practice making introductions and asking for their partner's name. Ask them to use the prompts given on Page 14.

•Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.

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

Introducing Others and Greeting

(15 minutes)



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

Sounds and Letters

(20 minutes)



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

A Final Point

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

Lesson 3

My Age

Lesson Objectives

Functions

- Talking about one's age
- Talking about dates

Literacy Skills

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

Key Language

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

• **Conversational Language Frames:**

It's my birthday (today).

Happy birthday,!

How old are you?

I'm years old.

When's your birthday?

(It's) in (Bahman).

How do you say this word?

Conversation

Preparation (10 minutes)



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

۱. این مکالمه در کجا اتفاق می افتد؟

۲. فکر می کنید این افراد چه نسبتی با یکدیگر دارند؟

۳. آنها درباره چه چیزی صحبت می کنند؟

۴. شما برای پرسش در باره سن دوستانتان از چه جمله هایی استفاده می کنید؟

Listening (10 minutes)



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

Example Questions:

۱. نام دانش آموز چیست؟
۲. او چند ساله است؟
۳. در چه ماهی به دنیا آمده است؟
۴. معلم چگونه سن او را می پرسد؟
۵. معلم چگونه ماه تولد او را می پرسد؟
۶. دانش آموز چگونه به معلم پاسخ می دهد؟

Practice 1 Talking about Your Age (15 minutes)



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

Practice 2 Talking about Dates (15 minutes)



- Tell your students that they are going to learn different ways of asking about and saying dates. Let them know what each turn means.
- Let them know what the word **date** means and ask them to repeat it several times. Also review the months of the year with the students.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then tell the class to ask about your month of birth.
- Next ask your students to pair up and practice asking each other's months of birth. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.

Sounds and Letters

Preparation (5 minutes)



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

۱. نام دو دانش آموزی که صحبت می کنند چیست؟

۲. آنها درباره چه کسی صحبت می کنند؟

۳. این فرد چند ساله است؟

۴. نادر با چه مشکلی روبرو می شود و چه می پرسد؟

۵. ایمان چگونه به او پاسخ می دهد؟

Numbers 1–31 (10 minutes)



- Show the flash cards for numbers 1–31 one by one and say the numbers.
- Ask students to repeat the numbers.

- Then explain about the three groups of numbers: 1–12, 13–19, 20–31. Say the numbers two or three times and ask them to repeat them. Also show them the words for the numbers.
- Now show them the flash cards and ask them to say and read the numbers. This can be practiced with individual students.
- **(Optional Activity)** Ask students to do Exercises 1–2 on Page 18 in their workbooks.



Letter I/i (15 minutes)

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

Example words: *it, is, in, birth, girl, thirty, thirteen*

- Ask if there are students in class whose names include the letter Ii. Ask them to decide what the letter i in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter I/i on Page 60 in the appendix at the end of their workbooks.



Letter T/t (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **T/t** in the words **thirty** and **thirteen**.
- Show the flash card for letter T/t and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.

•Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper case forms are used at the beginning of proper names and the first word in a sentence.

•Now ask your students to find words with the letter T/t in their books.

•Then draw your students' attention to the sound of the letter: / t /. Give examples of words with the sound and ask students to repeat them.

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

•Ask if there are students in class whose names include the letter T/t.

•Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.

•Now ask them to practice writing the letter T/t on Page 71 in the appendix at the end of their workbooks.

Letter N/n (15 minutes)



•Ask your students to look at the conversation in their books and identify the letter **n** in the word **thirteen**.

•Show the flash card for letter N/n and say the name of the letter two or three times.

•Show the flash card, say the name and ask students to repeat it.

•Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper case forms are used at the beginning of proper names and the first word in a sentence.

•Now ask your students to find words with the letter N/n in their books.

•Then draw your students' attention to the sound of the letter: / n /. Give examples of words with the sound and ask students to repeat them.

•Example names: *one, seven, nine, ten, student, thanks, nice, etc.*

•Ask if there are students in class whose names include the letter N/n.

•Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.

•Now ask them to practice writing the letter N/n on Page 65 in the appendix at the end of their workbooks.

Follow-up Activity

- Ask your students if they can say their age and spell the number.
- Then ask them to circle their month and day of their birth in the tables on Page 19 in their student books.
- Draw their attention to the **Talk to Your Teacher** box on Page 18 in their student books and explain how they can ask for word pronunciation.
- Ask them to pair up and practice the question and the answers.
- Now let them use the question to ask you for the pronunciation of words in English.
- Ask students to say more names and other words with the letters **i, t, n**.

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

Listening and Reading

Preparation (5 minutes)



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

Listening (15 minutes)



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

Correct Answers:

Conversation 1: **13 – Azar**

Conversation 2: **19 – Mehr**

Speaking and Writing (15 minutes)



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

Your Conversation (15 minutes)



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

Assignment

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

Lesson 4

My Family

Lesson Objectives

Functions

- Talking about your family (Age and Job)

Literacy Skills

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

Key Language

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

- **Conversational Language Frames:**

How old is your (father)?

He's years old.

What's your father's job?

He's a (mechanic).

Can you write it for me, please?

Conversation

Preparation (10 minutes)



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

۱. این مکالمه در کجا اتفاق می افتد؟

۲. فکر می کنید این افراد چه نسبتی با یکدیگر دارند؟

۳. آنها درباره چه چیزی صحبت می کنند؟

۴. شما معمولاً چه چیزی درباره خانواده دوستان خود می پرسید؟

Listening (10 minutes)



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

Example Questions:

۱. نام افرادی که صحبت می کنند چیست؟
۲. پدر و مادر دانش آموز دوم چند ساله هستند؟
۳. شغل پدر و مادر او چیست؟
۴. دانش آموز اول برای پرسش درباره سن و شغل والدین دوستش از چه جمله هایی استفاده می کند؟

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



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

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



- Tell your students that they are going to learn how to ask about other people's job.
- Let them know what the word **job** means and ask them to repeat it several times.
- Draw your students' attention to the use of **'s** to show possession.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Draw your students' attention to the pictures for the jobs on Page 16 in their Student Book and let them know what each word means. Then ask them to repeat the words.
- Then tell the class to ask for the job of one of your family members. .
- Next ask your students to pair up and practice asking about the job of the people in their families. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- **(Optional Activity)** Ask your students to do Exercises 1–2 on Pages 24 from their workbooks.

Sounds and Letters

Preparation (5 minutes)



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

Example Questions:

۱. چه افرادی با هم صحبت می کنند؟
۲. موضوع صحبت چیست؟
۳. دفتردار مدرسه برای درخواست خود از دانش آموز از چه پرسشی استفاده می کند؟
۴. دانش آموز در پاسخ از چه جمله ای استفاده می کند؟

Letter U/u (15 minutes)



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

Example words: *uncle, nurse, excuse, student, etc.*

- Ask if students know any English words which include the letter u. Ask them to decide what the letter u in the words sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter U/u on Page 72 in the appendix at the end of their workbooks.

Letter S/s (15 minutes)



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

•Then draw your students' attention to the different sounds for the letter: / s /and / z /. Give examples of words with the sounds and ask students to repeat them.

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

•Ask if students know English words which include the letter S/s, and ask them to decide what the letter s in the words sounds like.

•Ask your students to find words in their books with the letter s and its two different sounds.

•Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.

•Now ask them to practice writing the letter S/s on Page 70 in the appendix at the end of their workbooks.



Letter G/g (15 minutes)

•Ask your students to look at the conversation in their books and identify the letter **G** in the word **Goodarz**.

•Show the flash card for letter G/g and say the name of the letter two or three times.

•Show the flash card, say the name and ask students to repeat it.

•Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper case forms are used at the beginning of proper names and the first word in a sentence.

•Now ask your students to find names with the letter G/g in their books.

•Then draw your students' attention to the different sounds for the letter g / g / and / dʒ /. Give examples of words with the sounds and ask students to repeat them.

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

•Ask if there are students in class whose names include the letter G/g. Ask them to decide what the letter g in their names sounds like.

•Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.

•Now ask them to practice writing the letter G/g on Page 58 in the appendix at the end of their workbooks.

Follow-up Activity

- Ask your students if they can spell the name of a family member.
- Draw their attention to the **Talk to Your Teacher** box on Page 24 in their student books and explain how they can ask for word spellings (including their own names).
- Ask them to pair up and practice the question and the answers using their own names.
- Now let them use the question to ask you to write words in English.
- Ask students to say more names and other words with the letters **u, s, g**.

Example Names: *Golnaz, Negar, Nargess, nurse, dentist, etc.*

Listening and Reading



Preparation (5 minutes)

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



Listening (15 minutes)

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

Correct Answers:

Conversation 1: **uncle – teacher**

Conversation 2: **sister – nurse**

Speaking and Writing (15 minutes)



Explain what your students are supposed to do in this part: Each student asks three other students for information about their family members. Then he/she writes the words in the spaces provided in the table on Page 25 in their student books.

- Tell them to use the question ***Can you write it for me, please?*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have found.

Your Conversation (15 minutes)



• Explain that your students are going to pair up and practice the lesson functions using their personal information.

• Remember that the incomplete conversation on Page 25 in the student book is only a model and that your students are not supposed to write anything to complete it. **This is only an oral practice.**

- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Think of one of your relatives/friends/colleagues and say her/his name to the class. Your students try to guess who she/he is and what her/his job and age is. Then continue the game with your students taking turns to run the game.

Assignment

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

Review 2

Lesson 3-4

Objectives

Functions Reviewed

- Talking about your age and birthdays
- Talking about your family (age and job)

Literacy Skills Reviewed

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

•Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 3 and 4 and assess their own abilities to **talk about their age** and **month of birth** and also **talk about their family**.

•Remember that the incomplete sentences on Page 26 in the student book is only a model and that your students are not supposed to write anything to complete it. **This is only an oral practice.**

Talking about your age and birthdays (15 minutes)



•Ask students to pair up and practice saying their age and month of birth and asking for those of their partner's. Ask them to use the prompts given on Page 26.

•Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.

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

Talking about your family (15 minutes)



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

Sounds and Letters (20 minutes)



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

A Final Point

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

Lesson 5

My Appearance

Lesson Objectives

Functions

- Talking about Appearance

Literacy Skills

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

Key Language

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

•**Conversational Language Frames:**

Who is (Mr. Davari)?

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

He's wearing (a grey suit).

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

What's in English?

Conversation

Preparation (10 minutes)



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

۱. این مکالمه در کجا اتفاق می افتد؟

۲. فکر می کنید این افراد چه نسبتی با یکدیگر دارند؟

۳. آنها درباره چه چیزی صحبت می کنند؟

۴. شما معمولاً برای مشخص کردن افراد در جمع از چه صفات ظاهری استفاده می کنید؟



Listening (10 minutes)

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

Example Questions:

۱. پدر در باره کدام معلم فرزندش سوال می کند؟
۲. فرزند، معلم انگلیسی خود را چگونه توصیف می کند؟
۳. پدر در باره کدام معلم دیگر فرزندش سوال می کند؟
۴. فرزند، معلم ریاضی خود را چگونه توصیف می کند؟



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

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



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

- Tell your students that they are going to learn how to describe someone's age and clothes. Let them know what each turn means.
- Using flash cards, let them know what the words **young** and **old** mean and ask them to repeat the words after you. Then show them the cards and ask them to say the words.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then name a student in class and ask the others to identify him/her based on his/her appearance.
- Next ask your students to pair up and practice identifying each other. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- **(Optional Activity)** Ask your students to do Exercises 1–2 on Pages 28 from their workbooks.

Sounds and Letters



Preparation (5 minutes)

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

Example Questions:

۱. خواسته دانش آموز چیست؟
۲. دانش آموز در باره چه کلماتی سوال می کند؟
۳. او برای گرفتن این اطلاعات از معلم خود از چه جمله ای استفاده می کند؟
۴. معلم در پاسخ به او چه می گوید؟

Letter D/d (15 minutes)



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

Example Words: *dentist, driver, doctor, birthday, red, old, friend, etc.*

- Ask if there are students in class whose names include the letter D/d.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter D/d on Page 55 in the appendix at the end of their workbooks.

Letter L/l (15 minutes)



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

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

- Ask if there are students in class whose names include the letter L/l.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter L/l on Page 63 in the appendix at the end of their workbooks.



Letter R/r (15 minutes)

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

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

- Ask if there are students in class whose names include the letter R/r.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter R/r on Page 69 in the appendix at the end of their workbooks.

Follow-up Activity

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

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

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

Listening and Reading



preparation (5 minutes)

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



Listening (15 minutes)

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

Correct Answers:

Conversation 1: **short – suit – brown**

Conversation 2: **tall – manteau – black**



Speaking and Writing (15 minutes)

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



Your Conversation (15 minutes)

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

Assignment

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

Lesson 6

My House

Lesson Objectives

Functions

- Talking about where people are
- Talking about what people are doing

Literacy Skills

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

Key Language

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

• **Conversational Language Frames:**

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

Conversation

Preparation (10 minutes)



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

۱. این مکالمه در کجا و چه زمانی اتفاق می افتد؟

۲. فکر می کنید این افراد چه نسبتی با یکدیگر دارند؟

۳. آنها درباره چه چیزی صحبت می کنند؟

۴. وقتی به خانه می رسید با چه پرسشهایی سراغ سایر افراد خانواده را می گیرید؟



Listening (10 minutes)

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

Example Questions:

۱. مادر فرید کجاست؟
۲. پدر فرید کجاست؟
۳. پدر مشغول انجام چه کاری است؟
۴. چه کسی پدر را صدا می زند؟
۵. مادر فرید از او می خواهد چه کاری انجام دهد؟



Practice 1 ⇨ Talking about where people are (15 minutes)

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

- Using flash cards, introduce the words for the different parts of the house. Ask them to look at the cards and say the words. Next, ask students to repeat them. Then ask them to look at the words and say them.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be continued with individual students.
- Then ask the class to say where you are.
- Next ask your students to pair up and practice the questions and answers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.

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

- Tell your students that they are going to learn how to describe someone's age and clothes. Let them know what each turn means.
- Using flash cards, let them know what the verbs **cook**, **watch**, **read** and **play** mean and ask them to repeat the words after you. Then show them the cards and ask them to say the words.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then ask the class to say what you are doing.
- Next ask your students to pair up and practice the questions and answers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- **(Optional Activity)** Ask your students to do Exercises 1–2 on Pages 34 from their workbooks.

Sounds and Letters

Preparation (5 minutes)

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

Example Questions:

۱. معلم از فاطمه چه می پرسد؟
۲. چرا معلم فاطمه از او می خواهد پاسخ را تکرار کند؟
۳. معلم با چه جمله ای پاسخ وی را اصلاح می کند؟

Letter F/f (15 minutes)

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

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

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

Let them know that in some words, the sound / f / is also represented by the letters **ph**. Example words are: *tele(phone), elephant, photo, etc.*

- Ask if there are students in class whose names include the letter F/f.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter F/f on Page 57 in the appendix at the end of their workbooks.



Letter V/v (15 minutes)

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

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

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

the directions in shaping the letter.

•Now ask them to practice writing the letter V/v on Page 73 in the appendix at the end of their workbooks.



Letter W/w (15 minutes)

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

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

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

- Ask if there are students in class whose names include the letter W/w.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter W/w on Page 74 in the appendix at the end of their workbooks.

Follow-up Activity

- Ask your students if they can say and spell words with the letter w.
- Draw their attention to the **Talk to Your Teacher** box on Page 34 in their student books and explain how they can ask someone to repeat what they say.
- Then ask students to say more words with the letters **f, v, w**.

Example words: *fill, office, villa, very, woman, welcome, etc.*

Listening and Reading



Preparation (5 minutes)

• Explain that the students are going to listen to two conversations in which people are doing something in different parts of a house. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the words based on what they hear on the CD for each conversation.

• Ask them to use pencils rather than pens so that they can correct their answers if wrong.



Listening (15 minutes)

• Play the CD once and ask them to check the correct words.

• Play the CD again and ask the students to check their answers.

• Ask them to compare their answers in pairs.

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

Correct Answers:

Conversation 1: ***kitchen – cooking***

Conversation 2: ***office – working***



Speaking and Writing (15 minutes)

• Explain what your students are supposed to do in this part: Each student asks another student what other people are doing in the classroom. Then he/she writes the words in the spaces provided in the table on Page 35 in their student books.

• Tell them to use the question ***Pardon? Can you say it again?*** when needed.

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

• Once completed, ask students to report the information they have asked for.



Your Conversation (15 minutes)

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

Assignment

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

Review 3

Lesson 5–6

Objectives

Functions Reviewed

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

Literacy Skills Reviewed

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

• Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 5 and 6 and assess their own abilities to talk about appearance, name parts of a house and talk about what people are doing.

• Remember that the incomplete sentences on Page 36 in the student book is only a model and that your students are not supposed to write anything to complete it. This is only an oral practice.

Talking about appearance (15 minutes)



• Ask students to pair up and practice describing themselves and their partner. Ask them to use the prompts given on Page 36.

• Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.

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

Naming parts of a house (5 minutes)



• Ask students to use the prompt given on Page 36 and name four places in a house.

• Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as

high to come to the front and repeat the activities.

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

Talking about what you are doing (10 minutes)



•Ask students to use the prompts given on Page 36 and say what their classmates are doing around them.

•Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.

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

Sounds and Letters (20 minutes)



•Ask individual students to use the prompt on Page 37 and write down the names of four famous people.

•Tell them that they can use the question **How do you spell**? when needed.

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

•Ask some volunteer students to call out the names for the class.

•Next ask them to use the prompts for the single letters on Page 37 and write down example words (including names) in the spaces provided.

•Tell them that they can ask you or other students the question **How do you spell**? if they are not able to write the words.

•Ask some students to spell their example words for the class.

A Final Point

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

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

Lesson 7

My Address

Lesson Objectives

Functions

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

Literacy Skills

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

Key Language

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

• **Conversational Language Frames:**

What's (your) address?

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

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

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

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

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

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

Conversation

Preparation (10 minutes)



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

۱. این مکالمه در کجا اتفاق می افتد؟

۲. فکر می کنید این افراد چه نسبتی با یکدیگر دارند؟

۳. آنها درباره چه چیزی صحبت می کنند؟

۴. شما معمولاً چه اطلاعاتی را درباره محل زندگی یا تحصیل تان به دیگران می دهید؟



Listening (10 minutes)

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

Example Questions:

۱. امید چه خبری به حسین می دهد و از او چه می پرسد؟
۲. امید چه ساعتی به ملاقات علی خواهد رفت؟
۳. آیا حسین با او خواهد رفت؟
۴. نشانی علی چیست؟
۵. حسین از امید چه می خواهد؟



Practice 1 Talking about your address (10 minutes)

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

Practice 2 ➤ Talking about your telephone number (10 minutes)



- Tell your students that they are going to learn how to ask for and give one's address. Let them know what each turn means. Draw students' attention to the word **telephone** and its different forms in English: *telephone* and *phone*.
- Let them know that in giving one's phone number in English, they say the digits one by one having a little pause between the two parts of the number.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be continued with individual students.
- Then tell the class to ask for your telephone number.
- Next ask your students to pair up and practice asking for and giving their telephone numbers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.

Practice 3 ➤ Telling the time (10 minutes)



- Tell your students that they are going to learn how to tell the time. Let them know what each turn means.
- Let them know what the words **come, go, leave, time, o'clock (of clock), a.m. (in the morning),** and **p.m. (in the afternoon and evening)** mean and ask them to repeat the words after you.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then tell the class to ask you what time it is.
- Next ask your students to pair up and practice asking for and telling the time. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- **(Optional Activity)** Ask your students to do Exercises 1–3 on Pages 38–39 from their workbooks.

Sounds and Letters



Preparation (5 minutes)

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

Example Questions:

۱. منشی چه اطلاعاتی می خواهد؟

۲. مخاطب چه پاسخ هایی به او می دهد؟



Letter O/o (15 minutes)

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

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

- Ask if there are students in class whose names include the letter O/o. Ask them to decide what the letter o in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter O/o on Page 66 in the appendix at the end of their workbooks.

Letter H/h (15 minutes)



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

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

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

- Ask if there are students in class whose names include the letter H/h.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter H/h on Page 59 in the appendix at the end of their workbooks.

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



- Ask your students to look at the conversation in their books and identify the letters **X** and **Y** in the e-mail address.
- Show the flash cards for letters X/x and Y/y and say the name of the letters two or three times.

- Show the flash cards, say the names and ask students to repeat them.
- Using the example words on the flash cards, explain the two written forms for the letters. Tell them that the upper case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letters X/x and Y/y in their books.
- Then draw your students' attention to the sound for the letters: /ks/ and /j/. Give examples of words with the sounds and ask students to repeat them.

Example Words for x: *taxi, six, excuse, fix, etc.*

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

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

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

- Ask if there are students in class whose names include the letters X/x and Y/y.
- Using the board, show them how to write the letters in the two forms. Draw their attention to the directions in shaping the letters.
- Now ask them to practice writing the letters X/x and Y/y on Pages 75–76 in the appendix at the end of their workbooks.

Follow-up Activity

- Ask your students if they can say or write their own or other people's e-mail addresses in English. In case they don't have an e-mail address, ask them to make one for themselves.
- Draw their attention to the **Talk to Your Teacher** box on Page 40 in their student books. Explain to your students that ***I don't know, I'm not sure, or I don't understand*** are all used to ask for clarification, that is, they don't clearly understand something and that they want the other person to explain the matter more or in another way.
- Finally, ask students to give examples of words with the letters **o, h, x** and **y**.

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

Listening and Reading



Preparation (5 minutes)

• Explain that the students are going to listen to two conversations in which people are giving their address and telephone numbers. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the addresses and phone numbers based on what they hear on the CD for each conversation.

• Ask them to use pencils rather than pens so that they can correct their answers if wrong.



Listening (15 minutes)

• Play the CD once and ask them to check the correct answers.

• Play the CD again and ask the students to check their answers.

• Ask them to compare their answers in pairs.

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

Correct Answers:

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

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



Speaking and Writing (15 minutes)

• Explain what your students are supposed to do in this part: Each student asks three other students for his/her address and telephone number. Then he/she writes the information in the spaces provided in the table on Page 41 in their student books.

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

• Once completed, ask students to report the information they have asked for.



Your Conversation (15 minutes)

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

Assignment

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

Lesson 8

My Favorite Food

Lesson Objectives

Functions

- Talking about your favorite food
- Making suggestions

Literacy Skills

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

Key Language

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

• **Conversational Language Frames:**

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

Conversation

Preparation (10 minutes)



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

۱. این مکالمه در کجا اتفاق می افتد؟

۲. فکر می کنید این افراد چه نسبتی با یکدیگر دارند؟

۳. آنها درباره چه چیزی صحبت می کنند؟

۴. شما با چه جمله ای به دوست خود پیشنهاد خوردن غذا و نوشیدنی می دهید؟



Listening (10 minutes)

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

Example Questions:

۱. دانش آموزان در حال انجام چه کاری هستند؟
۲. دانش آموز دوم چه پیشنهادی می دهد؟
۳. دانش آموز اول دوست دارد چه چیزی میل کند؟
۴. آنها به کجا می روند؟

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



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

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

Practice 2 ➔ Making suggestions (15 minutes)



- Tell your students that they are going to learn how to suggest food and drinks. Let them know what each turn means. Draw students' attention to the words **let's** and **how about** and their meanings and use.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be continued with individual students.
- Then tell the class that you are hungry/thirsty and students will make suggestions.
- Next ask your students to pair up and practice making suggestions. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- **(Optional Activity)** Ask your students to do Exercises 1–3 on Page 44–45 from their workbooks.

Sounds and Letters



Preparation (5 minutes)

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

Example Questions:

۱. مجید با چه جمله ای از معلم خود اطلاعات مورد نظرش را می پرسد؟
۲. معادل انگلیسی نارگیل چیست؟
۳. معادل انگلیسی ژله چیست؟
۴. معادل انگلیسی به چیست؟
۴. معادل انگلیسی کدو چیست؟

Letter C/c (15 minutes)



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

•Show the flash card for letter **C/c** and say the name of the letter two or three times.

•Show the flash card, say the name and ask students to repeat it.

•Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper case forms are used at the beginning of proper names and the first word in a sentence.

•Now ask your students to find words with the letter **C/c** in their books.

•Then draw your students' attention to the sounds for the letter: / k / and / s /. Give examples of words with the sounds and ask students to repeat them.

Example Words: *color, class, can, card, picture, uncle, mechanic, police, office, nice, etc.*

•Ask if there are students in class whose names include the letter **C/c**. Ask them to decide what the letter **c** in their names sounds like.

•Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.

•Now ask them to practice writing the letter **C/c** on Page 54 in the appendix at the end of their workbooks.

Letter J/j (15 minutes)



•Ask your students to look at the conversation in their books and identify the letter **j** in the word **jelly**.

•Show the flash card for letter **J/j** and say the name of the letter two or three times.

•Show the flash card, say the name and ask students to repeat it.

•Using the example words on the flashcard, explain the two written forms for the letter. Tell them that the upper case forms are used at the beginning of proper names and the first word in a sentence.

•Now ask your students to find words with the letter **J/j** in their books.

•Then draw your students' attention to the sound for the letter: / dʒ /. Give examples of words with the sound and ask students to repeat them.

Example Words: *job, jacket, juice, etc.*

- Ask if there are students in class whose names include the letter J/j.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter J/j on Page 61 in the appendix at the end of their workbooks.



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

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

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

Remember that in English q mostly occurs in combination with u.

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

- Ask if there are students in class whose names include the letters Q/q and Z/z.
- Using the board, show them how to write the letters in the two forms. Draw their attention to the directions in shaping the letters.
- Now ask them to practice writing the letters Q/q and Z/z on Pages 77 in the appendix at the end of their workbooks.

Follow-up Activity

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

Example words: *quiz, zip, jam, etc.*

Listening and Reading



Preparation (5 minutes)

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



Listening (15 minutes)

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

Correct Answers:

Conversation 1: **kebab – water**

Conversation 2: **cake – tea**

Speaking and Writing (15 minutes)



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

Your Conversation (15 minutes)



- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 45 in the student book is only a model and that your students are not supposed to write anything to complete it. **This is only an oral practice.**
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Ask students to find 3 other students in class who have the same favorite food and drinks. The first student to find two people is the winner.

Assignment

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

Review 4

Lesson 7–8

Objectives

Functions Reviewed

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

Literacy Skills Reviewed

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

• Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 7 and 8 and assess their own abilities to **talk about their address and telephone numbers**, **tell the time** and **talk about their favorite food**.

• Remember that the incomplete sentences on Page 46 in the student book is only a model and that your students are not supposed to write anything to complete it. **This is only an oral practice.**

Talking about your address/phone number (10 minutes)



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

• Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.

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



Telling the time (10 minutes)

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



Talking about your favorite food (10 minutes)

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



Sounds and Letters (20 minutes)

- Ask individual students to use the prompt on Page 47 and say and write down the letters of the English Alphabet.
- Ask students to pair up and say the letters of the alphabet.
- You can also ask some volunteer students to either say the letters of the alphabet or sing the alphabet song.
- Then ask if your students can say and write their own or somebody else's e-mail address in English.
- Walk around the class and monitor what your students are doing and help them if needed.
- Then ask some volunteer students to read out their e-mail addresses for the class.
- Next ask them to use the prompts for the single letters on Page 47 and write down example words (including names) in the spaces provided.

- Tell them that they can ask you or other students the question ***How do you spell.....?*** if they are not able to write the words.
- Ask some students to spell their example words for the class.

A Final Point

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

Audio Script

Lesson 1

1

A: Hi. Are you Mina Ahmadi?

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

2

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

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

A: Thank you.

Lesson 2

1

A: Who's that girl over there?

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

A: Sure.

2

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

B: Nice to meet you.

C: Nice to meet you, too.

Lesson 3

1

A: When's your birthday?

B: In Azar, 13th of Azar.

A: Oh, it's in two months!

B: Yep!

2

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

B: When is that?

A: Mehr 19.

B: Good idea!

Lesson 4

1

A: Is this your father in the picture?

B: No, he's my uncle.

A: Really? What's his job?

B: He's a teacher.

2

A: Who's that lady over there?

B: It's my sister.

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

B: She's a nurse.

Lesson 5

1

A: Which one is the librarian?

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

2

A: Which one is Mrs. Amini?

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

Lesson 6

1

A: Where's Farid?

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

A: WOW, interesting!

2

A: Where's Mom?

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

A: OK, I'll call her now.

Lesson 7

1

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

B: Sure. What's the address?

A: 30 Mahan Street.

B: And your phone number?

A: It's 623-4521

B: Thank you.

2

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

B: Sure. What's the address?

A: 15 Hejab Street.

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

A: 544-4139

B: All right, thanks.

Lesson 8

1

A: What's your favorite food?

B: Kebab! ummm... And I drink water with it!

2

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

B: Umm, cake and tea before lunch.

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