

Lesson Outline

Lesson 1: Personality

Conversation

Listen to the conversation between two cousins.

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

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Introduction to the conversation

-Gives an overview of the dialogue

Conversation

- Functions as an input source
- Presents new vocabulary and grammar
- Presents language function

Practices

- Focus on teaching grammar inductively
- Provide students with corresponding language functions

Practice 1 - Talking about personality (1)

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

• Are you hard-working?	Yes, I am.
• Is he clever?	Yes, he is.
• Is Zahra talkative?	No, she isn't.
• Are they neat?	Yes, they are.
• Are they upset?	No, they're not.

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Practice 2 - Talking about personality (2)

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

• What's your friend like?	He's very funny.
• What's your mother like?	She's very kind and patient.
• What's he like?	He is quiet.
• What's she like?	She is clever.
• What are you like?	I'm a bit serious.
• What are they like?	They are very kind.

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New vocabulary

-Presents new words with pictures



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Language Melody

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

Teacher: Farzaneh is a clever student. Everybody likes her.
Samira: Yes. I know. She is also very helpful.
Teacher: Well, you can ask her for help.
Samira: Ok, I'll ask her to help me with my English.

Listen to the sentences below and then practice.

1. He's very kind.
2. She's very patient.
3. You are very clever.
4. Everybody likes her.
5. I do my homework.
6. She works for a company.



Language Melody

-Provides models and practices for English intonation contours

Talk to Your Teacher

Let me check it in the dictionary.

Talk to Your Teacher

-Presents handy expressions for class use

Grammar

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

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

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

I am not talkative. = I'm not talkative.
He is not shy. = He's not shy. = He isn't shy.
They are not rude. = They're not rude. = They aren't rude.

Grammar

-Provides simple patterns of grammar followed by some examples

See also

I am a teacher. = I'm a teacher.
He is polite. = He's polite.
It is cold. = It's cold.
We are Iranian. = We're Iranian.
You are students. = You're students.
They are hard-working. = They're hard-working.

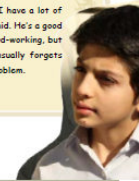
See Also

-Presents useful grammatical structures

Find it

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

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

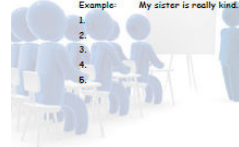


Tell Your Classmates

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

Example: My sister is really kind.

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



Find it

-Makes students aware of the taught grammatical structures
-Provides students with controlled written practice

Tell Your Classmates

-Provides students with controlled oral practice

Listening, Reading and Writing



Listen to the conversation and fill out the table below.



Name	Personality
_____	_____
_____	_____

Listening, Reading, and Writing

-Functions as the oral input and supports written output production

Reading, Speaking, Listening and Writing

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

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

Listening, Speaking, Reading, and Writing

-Focuses on integrated language skills

Role Play

-Functions as a language task
-Demands fluency

Role Play

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



Introduction

This part includes

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

The Gantt Chart of the Lesson

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

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. The following *Gantt chart*

helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

The activities of each lesson are expected to be done in four 75-minute sessions. Please find in the following what is expected to be done in each session.

Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)	Conversation	25	✓			
	Practice 1	25				
	Practice 2	25	→			
Session 2 (75 min)	Language	25				
	Melody					
	Grammar (+ See Also)	50				
Session 3 (75 min)	Find it	15				
	Tell your classmates	15				
	Workbook	45				
Session 3 (75 min)	LRW	20				
	LRWS	20				
	Role Play	35				

1 Conversation

Objectives

Conversation is defined as “a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively” (Brennan, 2012). In course books, conversations may have different functions. In Prospect 3, the main function of Conversation is providing the learners with ‘*comprehensible input*’. Other objectives of Conversation are:

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

Teaching Procedure

As conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre-listening, listening, and post-listening*. In Prospect 3, using this procedure to teach Conversation is recommended. For more information about how to teach listening, please refer to Celce-Murcia (2002) and Celce-Murcia, Brinton, and Snow (2014).

Phase 1. Preparation (Pre listening)

The aim of the pre-listening stage is to “prepare learners to listen by using activities that focus on the content of the text and/or the language in the text” (Goh, 2014, p. 84). Different types of activities can be used in this stage to activate your students’ background knowledge on the topic. The activities may include (ibid): *brainstorming, researching, reading, viewing pictures, watching movies, and discussing*. The teacher may also focus on linguistic forms in pre-listening. To do that, the teacher may review grammatical points or present new words of the Conversation.

What follows is a brief description of the activities that can be done in pre-listening phase.



Brainstorming: is “a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas” (Richards & Schmidt, 2002, p. 58).

Drawing a concept map on the board can give some directions to students on how to brainstorm in the classroom. To do that, start off with the theme of the lesson (e.g., personality) in the center and then branch out into the major sub-topics and then continue to branch out into as many sub-sub-topics as needed. Different shapes can be used to draw a concept map (See figure 1).

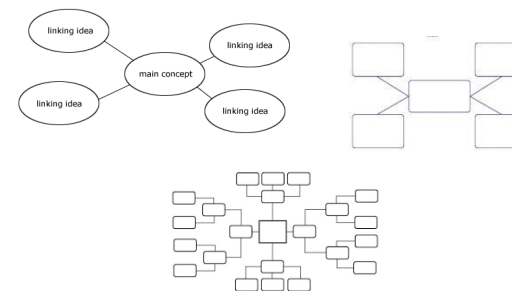


Figure 1. Concept maps



Researching: The students can use dictionaries, encyclopedias, atlases or the Internet to do some kind of research on the theme of the lesson. The teacher can write the result of students’ researching on the board and ask students to discuss (in Persian or English) about their findings.



Researching is basically used with advanced students



Reading: The teacher can bring some mini paragraphs on the theme of the lesson into the class and ask students to read them. The reading materials should be easy and interesting enough for students and make them familiar with the topic in a short amount of time.



Viewing pictures or photographs: Different pictures and photographs can be brought into the classroom to give students some ideas about the theme of the lesson. If a video-projector is available in your class, you may make a slideshow to show interesting pictures to the class. The teacher can also show a short movie to students about the theme of the lesson.



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



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

- Bringing real objects (realia)
- Showing the pictures or photos
- Using gestures or acting out
- Board drawings: drawing the images on the board
- Definition: giving concise dictionary definition(s)
- Giving synonyms/antonyms
- Describing a scene/situation
- using flashcards (commercial, teacher-made)
- Using wallcharts or posters (commercial, teacher-made)
- Exemplification: providing collocations or examples
- Word mapping: making word maps by the help of superordinate words
- Translation: giving Persian equivalents

Phase 2. Listening

Basically, the goal of listening part is 'comprehension'. Therefore students should rely on their bottom-up and top-down processing ability to process the aural input. It is recommended that students keep their books closed while listening. In listening phase:

- Ask students to listen carefully for the gist of meaning. You may write some questions on the board and ask them to listen and find their answers.
- Check students' answer when the listening is done.
- If necessary, replay the audio for students to check their answers.

Phase 3. Post-listening

Post-listening is done to check if students' understanding has happened and to diagnose the problems students have with the Conversation. In this phase the teacher asks comprehension questions. Three types of questions can be asked: display, inference, and opinion gap:

- Display questions: The answers to these types of questions can be found in the conversation directly.
- Inference questions: The answers to these types of questions are indirectly included in the conversation. The students should infer the facts from the conversation.
- Opinion-gap questions: The answers to these questions are based on personal information, experiences, and preferences.



Listening can be taught by integrating 'listening strategies' into the cycle of pre-listening, listening, and post-listening. Refer to Vandergrift et al. (2006) and Vandergrift and Tafaghdtari (2010) for more information on this topic.

- Pre-listening:** setting goals, predicting
- Listening:** checking predictions, monitoring the listening process
- Post-listening:** Evaluating the listening process, setting goals for next listening tasks

Teaching Hints

Different types of techniques and tasks can be used in teaching listening. Please find below the complete list of techniques for teaching listening grouped according to learners' language ability (Brown, 2001); and the list of listening tasks, both one-way and two-way (Goh, 2014).

Techniques for Teaching Listening Comprehension (adapted from Peterson, 1991, 114-121, as cited in Brown, 2001, pp. 260-264).

FOR BEGINNING-LEVEL LISTENERS

Bottom-Up Exercises

- 1) Goal: **Discriminating Between Intonation Contours in Sentences**
Listen to a sequence of sentence patterns with either rising or falling intonation. Place a check in column 1 (rising) or column 2 (falling), depending on the pattern you hear.
- 2) Goal: **Discriminating Between Phonemes**
Listen to pairs of words. Some pairs differ in their final consonant, and some pairs are the same. Circle the word "same" or "different," depending on what you hear.
- 3) Goal: **Selective Listening for Morphological Endings**
Listen to a series of sentences. Circle "yes" if the verb has an *-ed* ending, and circle "no" if it does not.

Listen to a series of sentences. On your answer sheet, circle the one (of three) verb forms contained in the sentence that you hear.

- 4) Goal: **Selecting Details from the Text (Word Recognition)**
Match a word that you hear with its picture.
Listen to a weather report. Look at a list of words and circle the words that you hear.
Listen to a sentence that contains clock time. Circle the clock time that you hear, among three choices (5:30, 5:45, 6:15).
Listen to an advertisement, select the price of an item, and write the amount on a price tag.
Listen to a series of recorded telephone messages from an answering machine. Fill in a chart with the following information from each caller: name, number, time, and message.
- 5) Goal: **Listening for Normal Sentence Word Order**
Listen to a short dialogue and fill in the missing words that have been deleted in a partial transcript.

Top-Down Exercises

- 6) Goal: **Discriminating Between Emotional Reactions**
Listen to a sequence of utterances. Place a check in the column that describes the emotional reaction that you hear: interested, happy, surprised, or unhappy.
- 7) Goal: **Getting the Gist of a Sentence**
Listen to a sentence describing a picture and select the correct picture.
- 8) Goal: **Recognize the Topic**
Listen to a dialogue and decide where the conversation occurred. Circle the correct location among three multiple-choice items.
Listen to a conversation and look at the pictured greeting cards. Decide which of the greeting cards was sent. Write the greeting under the appropriate card.
Listen to a conversation and decide what the people are talking about. Choose the picture that shows the topic.

Interactive Exercises

- 9) Goal: **Build a Semantic Network of Word Associations**
Listen to a word and associate all the related words that come to mind.
- 10) Goal: **Recognize a Familiar Word and Relate It to a Category**
Listen to words from a shopping list and match each word to the store that sells it.
- 11) Goal: **Following Directions**
Listen to a description of a route and trace it on a map.

FOR INTERMEDIATE LEVEL LISTENERS

Bottom-Up Exercises

- 12) Goal: **Recognizing Fast Speech Forms**
Listen to a series of sentences that contain unstressed function words. Circle your choice among three words on the answer sheet—for example: "up," "a," "of."
- 13) Goal: **Finding the Stressed Syllable**
Listen to words of two (or three) syllables. Mark them for word stress and predict the pronunciation of the unstressed syllable.
- 14) Goal: **Recognizing Words with Reduced Syllables**
Read a list of polysyllabic words and predict which syllabic vowel will be dropped. Listen to the words read in fast speech and confirm your prediction.

- 15) Goal: **Recognize Words as They Are Linked in the Speech Stream**
Listen to a series of short sentences with consonant/vowel linking between words. Mark the linkages on your answer sheet.
- 16) Goal: **Recognizing Pertinent Details in the Speech Stream**
Listen to a short dialogue between a boss and a secretary regarding changes in the daily schedule. Use an appointment calendar. Cross out appointments that are being changed and write in new ones.
Listen to announcements of airline arrivals and departures. With a model of an airline information board in front of you, fill in the flight numbers, destinations, gate numbers, and departure times.
Listen to a series of short dialogues after reading questions that apply to the dialogues. While listening, find the answers to questions about prices, places, names, and numbers. Example: "Where are the shoppers?" "How much is whole wheat bread?"
Listen to a short telephone conversation between a customer and a service station manager. Fill in a chart which lists the car repairs that must be done. Check the part of the car that needs repair, the reason, and the approximate cost.

Top-Down Exercises

- 17) Goal: **Analyze Discourse Structure to Suggest Effective Listening Strategies**
Listen to six radio commercials with attention to the use of music, repetition of key words, and number of speakers. Talk about the effect these techniques have on the listeners.
- 18) Goal: **Listen to Identify the Speaker or the Topic**
Listen to a series of radio commercials. On your answer sheet, choose among four types of sponsors or products and identify the picture that goes with the commercial.
- 19) Goal: **Listen to Evaluate Themes and Motives**
Listen to a series of radio commercials. On your answer sheet are four possible motives that the companies use to appeal to their customers. Circle all the motives that you feel each commercial promotes: escape from reality, family security, snob appeal, sex appeal.
- 20) Goal: **Finding Main Ideas and Supporting Details**
Listen to a short conversation between two friends. On your answer sheet are scenes from television programs. Find and write the name of the program and the channel. Decide which speaker watched which program.
- 21) Goal: **Making Inferences**
Listen to a series of sentences, which may be either statements or questions. After each sentence, answer inferential questions such as "Where might the speaker be?" "How might the speaker be feeling?" "What might the speaker be referring to?"
Listen to a series of sentences. After each sentence, suggest a possible context for the sentence (place, situation, time, participants).

Interactive Exercises

- 2) Goal: **Discriminating Between Registers of Speech and Tones of Voice**
Listen to a series of sentences. On your answer sheet, mark whether the sentence is polite or impolite.
- 3) Goal: **Recognize Missing Grammar Markers in Colloquial Speech**
Listen to a series of short questions in which the auxiliary verb and subject have been deleted. Use grammatical knowledge to fill in the missing words: ("Have you) got some extra?"
Listen to a series of questions with reduced verb auxiliary and subject and identify the missing verb (*does it/is it*) by checking the form of the main verb. Example: "Zit come with

- 24) Goal: **Use Knowledge of Reduced Forms to Clarify the Meaning of an Utterance**
Listen to a short sentence containing a reduced form. Decide what the sentence means. On your answer sheet, choose the one (of three) alternatives that is the best paraphrase of the sentence you heard. Example: You hear "You can't be happy with that." You read: (a) "Why can't you be happy?" (b) "That will make you happy." (c) "I don't think you are happy."
- 25) Goal: **Use Context to Build Listening Expectations**
Read a short want-ad describing job qualifications from the employment section of a newspaper. Brainstorm additional qualifications that would be important for that type of job.
- 26) Goal: **Listen to Confirm Your Expectations**
Listen to short radio advertisements for jobs that are available. Check the job qualifications against your expectations.
- 27) Goal: **Use Context to Build Expectations. Use Bottom-Up Processing to Recognize Missing Words. Compare Your Predictions to What You Actually Heard**
Read some telephone messages with missing words. Decide what kinds of information are missing so you know what to listen for. Listen to the information and fill in the blanks. Finally, discuss with the class what strategies you used for your predictions.
- 28) Goal: **Use Incomplete Sensory Data and Cultural Background Information to Construct a More Complete Understanding of a Text**
Listen to one side of a telephone conversation. Decide what the topic of the conversation might be and create a title for it.
Listen to the beginning of a conversation between two people and answer questions about the number of participants, their ages, gender, and social roles. Guess the time of day, location, temperature, season, and topic. Choose among some statements to guess what might come next.

FOR ADVANCED LEVEL LEARNERS

Bottom-Up Exercises

- 29) Goal: **Use Features of Sentence Stress and Volume to Identify Important Information for Note-Taking**
Listen to a number of sentences and extract the content words, which are read with greater stress. Write the content words as notes.
- 30) Goal: **Become Aware of Sentence-Level Features in Lecture Text**
Listen to a segment of a lecture while reading a transcript of the material. Notice the incomplete sentences, pauses, and verbal fillers.
- 31) Goal: **Become Aware of Organizational Cues in Lecture Text**
Look at a lecture transcript and circle all the cue words used to enumerate the main points. Then listen to the lecture segment and note the organizational cues.
- 32) Goal: **Become Aware of Lexical and Suprasegmental Markers for Definitions**
Read a list of lexical cues that signal a definition; listen to signals of the speaker's intent, such as rhetorical questions; listen to special intonation patterns and pause patterns used with appositives.
Listen to short lecture segments that contain new terms and their definitions in context. Use knowledge of lexical and intonational cues to identify the definition of the word.

33) Goal: **Identify Specific Points of Information**

Read a skeleton outline of a lecture in which the main categories are given but the specific examples are left blank. Listen to the lecture and find the information that belongs in the blanks.

Top-Down Exercises

34) Goal: **Use the Introduction to the Lecture to Predict Its Focus and Direction**

Listen to the introductory section of a lecture. Then read a number of topics on your answer sheet and choose the topic that best expresses what the lecture will discuss.

35) Goal: **Use the Lecture Transcript to Predict the Content of the Next Section**

Read a section of a lecture transcript. Stop reading at a juncture point and predict what will come next. Then read on to confirm your prediction.

36) Goal: **Find the Main Idea of a Lecture Segment**

Listen to a section of a lecture that describes a statistical trend. While you listen, look at three graphs that show a change over time and select the graph that best illustrates the lecture.

Interactive Exercises

37) Goal: **Use Incoming Details to Determine the Accuracy of Predictions About Content**

Listen to the introductory sentences to predict some of the main ideas you expect to hear in the lecture. Then listen to the lecture. Note whether or not the instructor talks about the points you predicted. If she/he does, note a detail about the point.

38) Goal: **Determine the Main Ideas of a Section of a Lecture by Analysis of the Details in That Section**

Listen to a section of a lecture and take notes on the important details. Then relate the details to form an understanding of the main point of that section. Choose from a list of possible controlling ideas.

39) Goal: **Make Inferences by Identifying Ideas on the Sentence Level That Lead to Evaluative Statements**

Listen to a statement and take notes on the important words. Indicate what further meaning can be inferred from the statement. Indicate the words in the original statement that cue the inference. Indicate the words in the original statement that serve to cue the inference.

40) Goal: **Use Knowledge of the Text and the Lecture Content to Fill In Missing Information**

Listen to a lecture segment for its gist. Then listen to a statement from which words have been omitted. Using your knowledge of the text and of the general content, fill in the missing information. Check your understanding by listening to the entire segment.

41) Goal: **Use Knowledge of the Text and the Lecture Content to Discover the Lecturer's Misstatements and to Supply the Ideas That He Meant to Say**

Listen to a lecture segment that contains an incorrect term. Write the incorrect term and the term that the lecturer should have used. Finally, indicate what clues helped you find the misstatement.

One-Way (Nonparticipatory) Listening Tasks (Goh, 2014, p. 82)

Task	Skills	Product	Materials	Procedure
Listen and restore	Listening for global understanding; listening for details	An amended text in print	Different types of listening texts, such as narratives and information reports; the transcript of a text with incorrect details	<ol style="list-style-type: none"> 1. Students work individually or in pairs to read the printed text. 2. They discuss the gist of the text and listen to the text once. 3. When they listen again, they correct the details in the written texts by changing, adding, or deleting words.
Listen and sort	Listening for main ideas; listening for details	A rearranged sequence of text or pictures	A text that describes a sequence, a procedure, a chronological event, or items in ranked order; sets of jumbled up texts and/or pictures	<ol style="list-style-type: none"> 1. Students work in pairs to examine the jumbled texts or pictures. 2. They discuss what the text might be about and sort the texts/pictures according to their speculations. 3. They listen to the text and use the information to sequence the texts/pictures.
Listen and compare	Listening for main ideas; listening for details	A list of similarities and differences	Several short texts that have a common theme or topic	<ol style="list-style-type: none"> 1. Students listen individually to the texts and identify similarities and differences. 2. They compare their answers with another student to confirm what they have identified. 3. The class listens to the texts again and students check their answers.
Listen and match	Listening for global understanding	Texts matched to themes	Several short texts that have different themes; theme cards (small cards with a single word written on each one, e.g., recycling, marriage, health). Note: Teachers should prepare more theme cards than the number of texts.	<ol style="list-style-type: none"> 1. The teacher checks that students understand the meaning of the words in the theme cards. 2. Students listen individually to the texts and identify the most appropriate theme for each text.
Listen and combine	Listening for main ideas; listening selectively	A combined summary based on information from different sources	A fairly long text (e.g., a news broadcast, narrative, or procedure) divided into several parts	<ol style="list-style-type: none"> 1. Students listen to one part of the text individually. 2. They make notes of what they hear. 3. In small groups, they report to one another and reconstruct a summarized form of the original text.
Listen and compose	Listening and predicting; listening and making inferences	The beginning or conclusion of a text	A narrative text (e.g., a short story) with either the beginning or the end missing	<ol style="list-style-type: none"> 1. Students listen to the text in pairs or in a small group. 2. They discuss what the text is about and what the missing part should be like. 3. They write the missing part and a representative reads the part aloud to the rest of the class.
Listen and evaluate	Listening for details; listening for main ideas; listening and making inferences (depending on the criteria for evaluation)	A list of items based on their relative merits	Several short texts on a common theme or topic	<ol style="list-style-type: none"> 1. Students listen to the texts individually and assess the information or message based on predetermined criteria, such as clarity, interest level, accuracy, and effectiveness. 2. In groups or pairs, they explain their choices.
Listen and reconstruct	Listening for global understanding; listening for main ideas; listening for details	A text that is reconstructed based on the content of the original text	A short text (e.g., an information report, procedures, or exposition of a viewpoint)	<ol style="list-style-type: none"> 1. Students listen individually to the text once. 2. They listen to it again and take notes of key content words or key points in a text (e.g., problems, solutions, and recommendations). 3. They use their notes to produce a text that is close in meaning to the original one.

Two-Way (Participatory) Listening Tasks (Goh, 2014, p. 83)

Task	Skills	Product	Materials	Procedure
Dictate and complete	Listening for details; listening selectively	A restored and complete text	Different types of listening texts (e.g., narratives and information reports); versions A and B of the text with blanks inserted in different parts of the text	<ol style="list-style-type: none"> 1. Students read their version of the incomplete text individually. 2. They take turns dictating their version without showing it to their partners. Listeners must ask for clarification and repetition where necessary. 3. They write down the missing words in their version of the text.
Describe and draw	Listening for main ideas; listening for details	Pictures, maps, sketches, and objects	Pictures of scenery and objects, plans, and maps	<ol style="list-style-type: none"> 1. Students work in pairs, with one of them describing the content of a picture. 2. The other student draws it or completes a similar picture that is incomplete. 3. Listeners must ask for clarification and repetition where necessary.
Simulate and discuss	Listening for main ideas; listening for details; listening and inferring; listening and predicting	Views and recommendations	Cards with scenarios for simulations, roles, or statements of a problem and an issue and the required outcome, such as a set of recommendations	<ol style="list-style-type: none"> 1. Students form small groups to discuss a problem or an issue in the simulation. 2. A moderator or the chairperson in the simulation is assigned to ask questions, elicit views, challenge assumptions, and clarify understanding. 3. Students in their respective roles listen to one another's views, make notes, respond to views, and seek clarifications. 4. They agree on a set of outcomes following the discussion.
Take notes and clarify	Listening for global understanding; listening for main ideas; listening for details; listening and making inferences	A set of notes; a list of questions for clarifying understanding of the content	Presentations by students or guest speakers	<ol style="list-style-type: none"> 1. Students listen to a presentation and take notes. 2. They review their notes and prepare some questions about the content of the presentation to ask the presenter.

2 Practice: Talking about the Theme of the Lesson

Objectives

The objectives of this part include:

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

Teaching Procedure

- Tell your students that they are going to learn how to talk about the theme of the lesson.
- Let them know what each turn means.
- Let them know what the topic of the lesson mean and talk about it in Persian.
- Play the CD two or three times and ask students to repeat the turns. You can divide the class into two groups and ask each group to repeat one turn.
- Then tell the class to ask about the theme.
- Next ask your students to pair up and practice asking each other about the theme. They can refer to the Photo Dictionary at the end of their book for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.

Optional

Students may need more vocabulary to talk about the theme. In this case you may present the words written after Practice 1 and 2, to help them talk about the theme, expand their vocabulary stock, and learn some collocations. Present the words with the help of the techniques explained in Section 1.

If necessary, refer to the workbook for practicing the vocabulary.

Objectives

The objectives of Language Melody include:

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

Teaching Procedure

“The communicative framework suggests a division of the pronunciation lesson into five phases moving from analysis and consciousness raising to listening discrimination and finally production” (Celce-Murcia, Brinton, & Goodwin, 2010, p. 45). Follow the steps in Table 1 below to teach pronunciation based on CLT.

Phase	DESCRIPTION
1	DESCRIPTION AND ANALYSIS - oral and written illustrations of how the feature is produced and when it occurs within spoken discourse
2	LISTENING DISCRIMINATION - focused listening practice with feedback on learners' ability to correctly discriminate the feature
3	CONTROLLED PRACTICE - oral reading of minimal-pair sentences, short dialogues, etc., with special attention paid to the highlighted feature in order to raise consciousness
4	GUIDED PRACTICE - structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the special feature
5	COMMUNICATIVE PRACTICE - less structured, fluency-building activities (e.g., role play, problem solving) that require the learner to attend to both form and content of utterances

According to Celce-Murcia et al. (2010, p. 45), this communicative framework recognizes

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

Teaching Hints

For more information on this topic please refer to Celce-Murcia, Brinton and Goodwin (2010) pages 44 to 49.

Objectives

Although “the term grammar has multiple meanings” (Larsen-Freeman, 2002, p. 34), its core meaning is “how words are formed (morphology) and how words are combined (syntax)” (ibid).

There are two basic views towards grammar: formal and functional. While the former is about the form of the language, the latter focuses on the fact that “grammar is not a static system of rules; grammar is a dynamic system” (Larsen-Freeman, 2014, p. 257). In other words, the grammar of a language is not what its speakers have to say (prescriptive grammar) but how the language is actually used (descriptive grammar). In this sense, the goal of teaching grammar is helping “students use the language accurately, meaningfully, and appropriately” (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar

is in keeping with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho)syntax, semantics, and pragmatics. Grammatical structures not only have a morphosyntactic form, they are also used to express meaning (semantics) in context-appropriate use (pragmatics). We refer to these as the dimensions of *form*, *meaning*, and *use*. Because the three are interrelated—that is, a change in one will involve a change in another—it is helpful to view the three dimensions as a pie chart, with arrows depicting the interaction among the three.

(Celce-Murcia and Larsen-Freeman, 1990, p. 4)

As a result, the three components of Freeman’s pie chart will focus on form, meaning, and use (Larsen-Freeman, 2014, p. 258) (See figure 2).

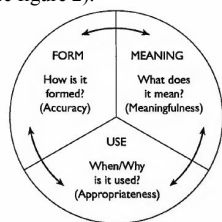
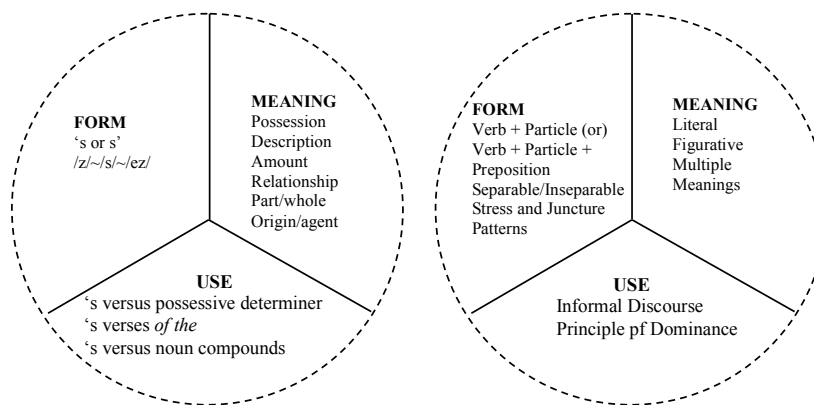


Figure 2. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

1 In the wedge of the pie having to do with form, we have those overt lexicogrammatical patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text.

2 In semantic wedge, we deal with what a grammar construction means. The meaning can be lexical (a dictionary definition for a preposition like *down*, for instance), or it can be grammatical (e.g., the conditional states both a condition and an outcome or result). In case of Be, the meaning part includes the following information:

3 Pragmatics in the use wedge means the use of the language in context. The context can be social (i.e., a context created by speakers, their relationships to one another, or the setting), or it can be a linguistic discourse co-text (i.e., the language that precedes or follows a particular structure in the discourse, or how a particular genre or register affects the use of a construction). Two examples taken from Larsen-Freeman (2014, pp. 259-60) may provide more illuminating insights:



Teaching Procedure

In order to teach the grammar in Prospect 3, the procedure suggested by Richards and Rodgers (2014, p. 103) will be followed:

New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation. Teaching points are often introduced in dialogue form, grammatical items are isolated for controlled practice and freer activities are provided. Pair and group work is suggested to encourage students to use and practice function and forms.

The methodological procedures underlying CLT texts reflect a sequence of activities represented in the figure 3 (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).

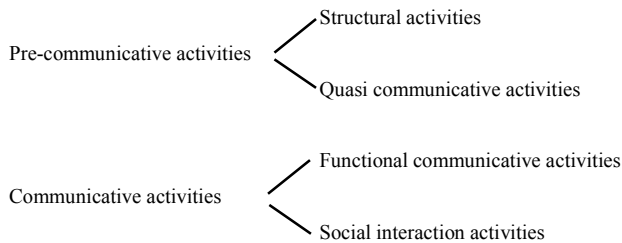


Figure 3. The sequence of CLT teaching activities

As a result, the following steps will be followed to teach grammar in Prospect 3:

1. Presentation of grammar in a dialogue (contextualization) in **CONVERSATION & Practice (1 & 2)**
2. Isolation of grammatical items to be presented in **GRAMMAR.**
3. Controlled Practice in **Find It and Tell Your Classmates.**
4. Situational practice with contextualization in **LRW** and **RSLW**
5. Pair and group work in **Role Play**

6. An MI task or a game would be optionally used in the end.

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

In order to start teaching grammar, the teacher rereads the conversation with an emphasis over the grammatical structure. Students can help the teacher by finding the grammatical points. The 3 components of the grammatical structure can be focused on here:

- form,
- meaning, and
- function.

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

The 'Grammar part' is worked on in this phase. The teacher may:

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask students to provide him/her with the rules they understand.

The rest of teaching grammar is done by going through separate sections of the book:

-Find it and Tell Your Classmates.

-LRW

-RSLW

-Your Conversation

Objectives

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

Teaching Procedure

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

5 Find it and Tell Your Classmates.

Objectives

The objectives of this section are:

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

Teaching Procedure

This part should be covered after teaching Grammar:

-Ask students to take a red pencil or highlighter.


-Ask them to

- circle the structures, or
- underline the structures

‘Find It’ is followed by *a controlled oral practice*. The students should follow the model to produce the learned structure orally.

- Ask students to do the oral drill.

- If necessary, give them some hints.

 Don't let students write their answers!

6 Listening, Reading and Writing

Objectives

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

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD two times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

The same procedure is followed for Part B.

7 Listening, Speaking, Reading and Writing

Objectives

This is another situational practice with contextualization for the taught grammatical point. It also has the following objectives:

- Providing students with opportunities to practice all 4 skills integratively.
- Giving students comprehensible input.
- Providing students with some opportunities to produce *meaningful output*.

Teaching Procedure

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

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



Role Play

Objectives

This is a role-play activity that completes the procedure of teaching grammar. It has the following objectives as well:

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

Teaching Procedure

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



You may bring a game or task to the classroom after teaching the grammar or at the end of the lesson if you have time.

Lesson 1

Personality

Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
Lesson 1 Personality Talking about Personality 15-27	Personality (shy, angry, brave...)	Falling Intonation (to be statements)	Simple Present Tense (to be)	Contraction of "to be" Verbs	Expressions - Are you hard-working? - Yes, I am. - What's your friend like? - He's very funny. - Let me check it in the dictionary.

The Gantt Chart of Lesson 1

The activities of each lesson are expected to be done in four 75-minute sessions. Please find in the following what is expected to be done in each session.

The following *Gantt chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)	Conversation	25	✓			
	Practice 1	25				
	Practice 2	25	→			
Session 2 (75 min)	Language Melody	25				
	Grammar (+ See Also)	50				
Session 3 (75 min)	Find it	15				
	Tell your classmates	15				
	Workbook	45				
Session 3 (75 min)	LRW	20				
	LRWS	20				
	Role Play	35				

I Conversation

Objectives

- Providing students with language comprehensible input
- Presenting language function 'talking about personality'
- Presenting new vocabulary/expressions related to the theme 'personality'
- Rising students' awareness towards the structure "simple present, to bet"

Teaching listening

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

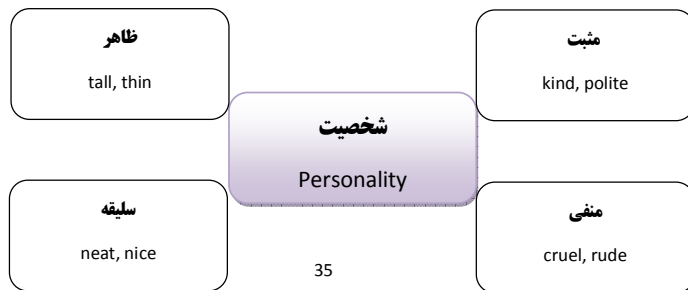
Phase 1. Preparation (Pre listening)

The aim of the pre-listening stage is to "prepare learners to listen by using activities that focus on the content of the text and/or the language in the text" (Goh, 2014, p. 84). As a result, different types of activities can be used in this stage to activate your students' background knowledge on the topic *personality*. The activities may include (ibid): brainstorming, researching, reading, viewing pictures, watching movies, and discussing.

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

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

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



35

Lesson 1: Personality

Conversation

Listen to the conversation between two cousins.

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

Lesson 1
16

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

E.g. Longman Contemporary Dictionary: "someone's character, especially the way they behave towards other people"

What can be written on the board is:



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

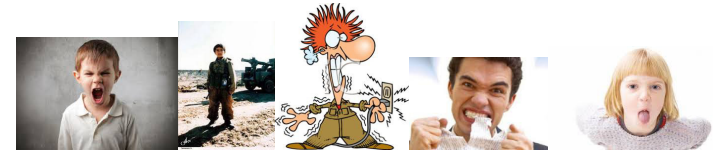


Use this technique in more proficient classes.

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

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

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



1.6. Watching movies: You can show a short movie to students about people with different 'personalities'.

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

Focusing on language forms

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

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

Clever: definition: a person who learns very fast

kind: antonym: # cruel

hard-working: exemplification: Reza is very hard-working employee. He works very hard.

helpful: translation: مفید

Phase 2. Listening

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

- Ask students to listen carefully for the gist of meaning.

-You may write some questions on the board and ask them to listen and find their answers:

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

۱. صمیمی ترین دوست پرهام کیست؟
۲. رضا جطور به پرهام کمک می کند؟

Optional

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

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

clever kind shy neat

B. *Listen and fill in the blanks.*

Ehsan: Who is your best at school?

Parham: Reza.

Ehsan: What's he?

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

Ehsan: Ishard-working too?

Parham: Yes! And he's always very

Ehsan: In what way?

Parham: He always me with my lessons.



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

Pre-listening: Ask students to look at the picture of the conversation and predict what they are going to listen, what types of *personalities* are going to be referred to in the conversation.

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

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

-Check students' answer when the listening is done.

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

Phase 3. Post listening

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

-Display question: Is Reza helpful?

-Inference question: Does Reza help Parham?

-Opinion-gap question: Is your friend kind?

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

Objectives

- Presenting instances of *language function* 'talking about personality'
- Helping students to have *focused attention* on 'to be, present'.
- Providing opportunities for *repetition of the structure* 'to be, present'.
- Helping students to *use* the structure *correctly*.
- Giving feedback* to students if they make mistakes

Teaching Procedure

-Tell your students that they are going to learn different ways of talking about people's *personalities*. Let them know what each turn means.

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

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

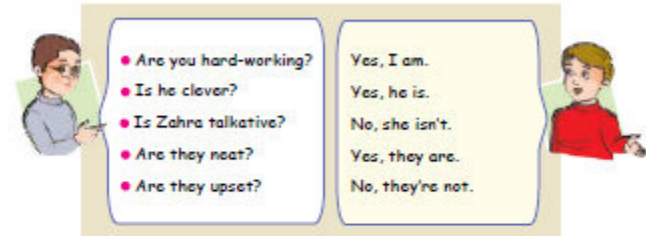
- Then tell the class to ask about your '*personality*'

- Next ask your students to pair up and practice asking each other about their *personalities*. They can refer to the Photo Dictionary at the end of the **Student Book** for words they don't know.

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

Practice 1 Talking about personality (1)

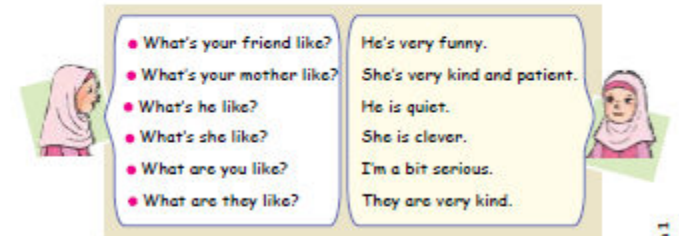
Listen to the examples. Then ask and answer with a friend.



<ul style="list-style-type: none">• Are you hard-working?• Is he clever?• Is Zahra talkative?• Are they neat?• Are they upset?	<p>Yes, I am. Yes, he is. No, she isn't. Yes, they are. No, they're not.</p>
--	--

Practice 2 Talking about personality (2)

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



<ul style="list-style-type: none">• What's your friend like?• What's your mother like?• What's he like?• What's she like?• What are you like?• What are they like?	<p>He's very funny. She's very kind and patient. He is quiet. She is clever. I'm a bit serious. They are very kind.</p>
---	---

Optional

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

Present new words with the help of the following techniques explained in section 2:

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

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

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

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



Refer to section 7 of the workbook for practicing vocabulary

angry

brave

careless

cruel

rude

Lesson 1

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Optional

Students may need more vocabulary to talk about personalities. In this case you may present the words to help them to talk about different personalities, expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques explained in section 2:

1. **nervous** :flashcard, picture
2. **quiet** :exemplification, definition, antonym
3. **funny** :picture, gesture
4. **selfish**: exemplification, Mothers are not selfish.
5. **neat**: flash card

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

pleasant, hard-working, lazy, shy, generous

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

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

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



Refer to section 7 of the workbook for practicing vocabulary



Objectives

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

Teaching Procedure

1. Description and analysis:

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

2. Listening discrimination

Read the following sentences with falling intonation. Then read each sentence twice, once with falling and once with rising intonation. Ask students to tap on their desks when they hear falling intonation.

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

3. Controlled practice

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

4. Guided practice

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

- A: This is the picture of my friend Ahmad.
 B: Is he shy?
 A: No, not at all. He is a little talkative.
 B: Is he hard-working?
 A: Yes, he is kind and helpful.

5. Communicative practice

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

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

Teacher: Farzaneh is a clever student. Everybody likes her.
Samira: Yes. I know. She is also very helpful.
Teacher: Well, you can ask her for help.
Samira: Ok, I'll ask her to help me with my English.

- ✦ Listen to the sentences below and then practice.

1. He's very kind.
2. She's very patient.
3. You are very clever.
4. Everybody likes her.
5. I do my homework.
6. She works for a company.



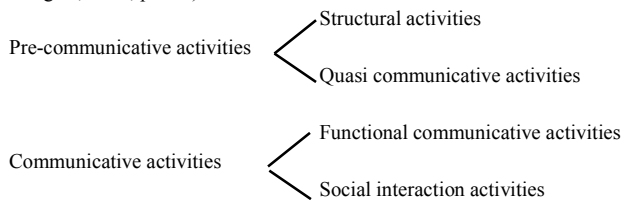
Let me check it in the dictionary.

Objectives

- helping students "use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258)

Teaching Procedure

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



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

1. Presentation of grammar in a dialogue (contextualization) in **CONVERSATION & Practice (1 & 2)**
2. Isolation of grammatical items to be presented in **GRAMMAR.**
3. Controlled Practice in **Find it and Tell Your Classmates.**
4. Situational practice with contextualization in **LRW** and **RSLW**
5. Pair and group work in **Role Play**
6. An MI task or a game optionally used in the end.

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

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

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

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

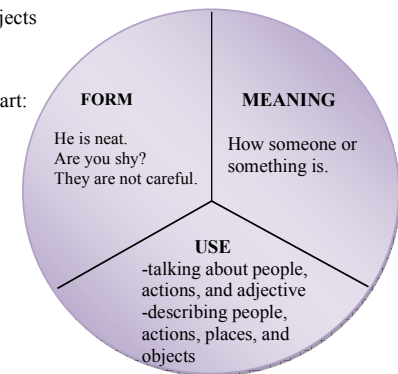
In this lesson, the goal of teaching grammar is "to be, present". As a result, its three dimensions that should be taught include:

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

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

3 Use/pragmatics: The students should understand where and when 'to be, present' is used:
 - talking about people, actions, and adjective
 -describing people, actions, places, and objects

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



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

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

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



The vowel in 'to be verbs' is very weak in fast speech
am=əm is=ɪz are=ər

The rest of teaching grammar is done by going through separate sections of the book:

-Find it and Tell Your Classmates.

-LRW

-RSLW

-Role Play

Grammar

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

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

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

I **am not** talkative. = I'm **not** talkative.
He **is not** shy. = He's **not** shy. = He **isn't** shy.
They **are not** rude. = They're **not** rude. = They **aren't** rude.

21 Lesson 1

See also

Objectives

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

Teaching Procedure

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

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

Meaning: the same as full forms

Function: the same as full forms

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

See also

I **am** a teacher. = I'm a teacher.
He **is** polite. = He's polite.
It **is** cold. = It's cold.
We **are** Iranian. = We're Iranian.
You **are** students. = You're students.
They **are** hard-working. = They're hard working.

Lesson 1
22

5 Find it and Tell Your Classmates.

Objectives

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

Teaching Procedure

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

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

- Ask students to do the oral drill.



Don't let students write their answers!

KEY

Find it

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

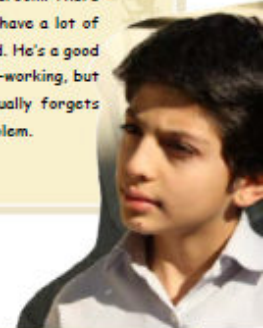
Tell your classmates

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

Find it

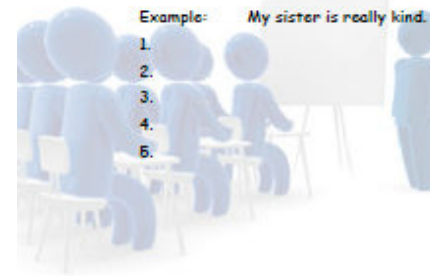
Find and underline "to be" verbs in the passage below.

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



Tell Your Classmates

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



Example: My sister is really kind.

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

6 Listening, Reading and Writing



Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

TRANSCRIPT

Haniyeh: Who is she, Anita?
Anita: She is my mother, Zahra.
Haniyeh: Tell me about her. What is she like?
Anita: Well, she's great. She's very kind and helpful.

KEY

Name	Personality
Zahra	great kind helpful

Listening, Reading and Writing



Listen to the conversation and fill out the table below.



Name	Personality
.....

6 Listening, Reading and Writing

B

Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

TRANSCRIPT

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

KEY

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

B

Listen to the audio and answer the questions below.

1. What's Iran like?

Iran is a country.

2. What are Iranian people like?

Iranian people are....., and



7 Listening, Speaking, Reading and Writing

Objectives

- Providing students with opportunities to practice all 4 skills integratively.
- Giving students comprehensible input.
- Providing students with some opportunities to produce *meaningful output*.

Teaching Procedure

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

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

KEY

Card A	Card B
Question	Answer
What's your father like?	He's hard-working.
Who is friendly?	Sina is.
Who is brave?	My teacher is.
Is your brother talkative?	No, he isn't.
Is your father kind?	Yes, very much.
Are your family members neat?	Yes, they are.

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Reading, Speaking, Listening and Writing

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

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

Lesson 1
26

Page 62

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Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

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

KEY

- A: Who is your best friend at school?
 B: Mina
 A: What's she like?
 B: She's really great! She's nice and very kind.
 A: Is she hard-working too?
 B: Yes! And she's always very helpful.
 A: In what way?
 B: She always helps me with my lessons.

Role Play

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



Optional

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

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

Pair 1. She's nice ⇄ She isn't nice.

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

Pair 3. They are shy ⇄ Are they shy?

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



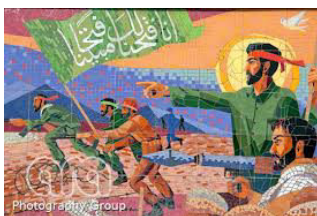
He is careless. He is careful.

He is upset. He is happy.

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

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

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



Lesson 2 Travel

Lesson 2 Travel Talking about Travel 29-41	Travel (tickets, fill out, receptionist,...)	Rising Intonation (to be questions)	Present Continuous Tense	Possessive ('s and of)	Expressions - Are you visiting Tehran? - Yes, I am. - Who is speaking English now? - Sara. - I'm interested in ... , How about you?
--	--	--	--------------------------------	---------------------------	---

The Gantt Chart of Lesson 2

The activities of each lesson are expected to be done in four 75-minute sessions. Please find in the following what is expected to be done in each session.

The following *Gantt chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

	Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)		Conversation	25	✓			
		Practice 1	25				
		Practice 2	25	→			
Session 2 (75 min)		Language	25				
		Melody					
		Grammar (+ See Also)	50				
Session 3 (75 min)		Find it	15				
		Tell your classmates	15				
		Workbook	45				
Session 3 (75 min)		LRW	20				
		LRWS	20				
		Role Play	35				

1 Conversation

Objectives

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

Teaching listening

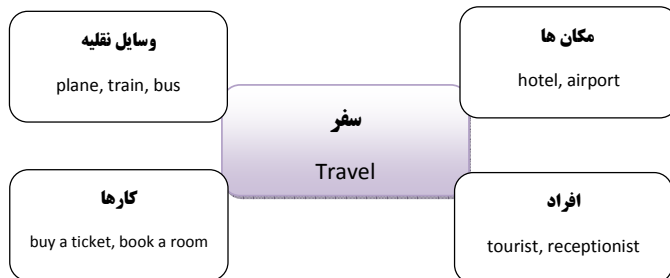
Use the cycle of *pre-listening, listening, and post-listening* to teach 'conversation'.

Phase 1. Preparation (Pre listening)

Activating students' background knowledge:
Introduce the topic, talk about 'traveling'

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

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



Lesson 2: Travel

Conversation

Listen to the conversation between a tourist and a receptionist.

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

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

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

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

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

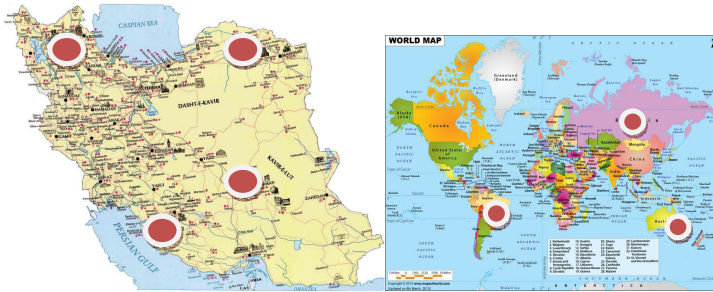
Tourist: She's standing over there, by the gift shop. Here is her passport.

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



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

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



Use this technique in more proficient classes.



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

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

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



1.6. *Watching movies*: You can show a short movie to students about people and 'travel'

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

Focusing on language forms

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

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

Introduction:

reservation: translation: رزرو

visit: synonym=see

gift shop flashcard

Phase 2. Listening

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

- Ask students to listen carefully for the gist of meaning.

-You may write some questions on the board and ask them to listen and find their answers:

1. Where is Mr. Kress from?
2. Is his wife in the hotel?

۱. شماره اتاق آقای کرس چند است؟
۲. همسر آقای کرس کجا است؟

Optional

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

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

1. She is traveling.
2. They're not reading.
3. He's writing.
4. We aren't playing.

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



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



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

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

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

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

-Check students' answer when the listening is done.

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

Phase 3. Post listening

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

-Display question: Are they staying for 3 nights?

-Inference question: Is the receptionist checking their passport?

-Opinion-gap question: Is Germany in Europe?

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

Objectives



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

Teaching Procedure

- Tell your students that they are going to learn different ways of talking about *travels*. Let them know what each turn means.
- Let them know what the word travel means and how it is related to other English words.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then tell the class to ask about travel.
- Next ask your students to pair up and practice asking each other about their travels. They can refer to the Photo Dictionary at the end of the **Student Book** for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.



Practice 1 Talking about Travel (1)

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

 <ul style="list-style-type: none">• Are you visiting Tehran?• Are they traveling around the world?• Is Paul booking a room?• Is Kate checking the map?	<p>Yes, I am.</p> <p>No, they aren't.</p> <p>Yes, he is.</p> <p>No, she's reading the guide book.</p> 
---	---

Practice 2 Talking about Travel (2)

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

 <ul style="list-style-type: none">• Who is speaking English now?• What is he doing?• Where is Ali going?• What are you doing?• How are they traveling?	<p>Sara.</p> <p>He is buying a ticket.</p> <p>He's going to Mehrabad Airport.</p> <p>I'm filling out the reservation form.</p> <p>They are traveling by train.</p> 
--	--

Optional

Students may need more vocabulary to talk about 'travel'. In this case you may present the words to help them to talk about travel, expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques explained in section 2:

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

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

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

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



Refer to section 7 of the workbook for practicing vocabulary

buy a ticket

check the passport

check in

check the timetable

take off land

Lesson 2

32

Tuesday	
Lesson 1	8:00 - 8:05
Mathematics	15
Lesson 2	8:55 - 9:00
Mathematics	15
Lesson 3	9:50 - 10:35
History	11
	10:25 - 11:00

Optional

Students may need more vocabulary to talk about 'travel'. In this case you may present the words to help them to talk about travel, expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques explained in section 2:

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

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

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

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

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

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



Refer to section 7 of the workbook for practicing vocabulary



Objectives

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

Teaching Procedure

1. Description and analysis:

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

2. Listening discrimination

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

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

3. Controlled practice:

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

4. Guided practice

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

A: Are you going to Rasht this weekend?
 B: Yes, I am.
 A: Are you staying there for a week?
 B: No, I am staying there for 2 days.
 A: Are you staying in a hotel?
 B: Yes, I am.

5. Communicative practice

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

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

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

Kiana: Are you working with the computer now?
 Sara: Yes, I'm searching for a hotel in Sanandaj.
 Kiana: Is it possible to book it online?
 Sara: Yes, of course!

Listen to the questions below and then practice.

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



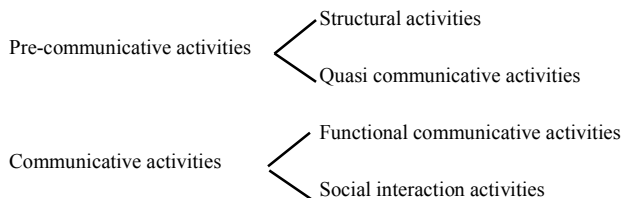
I am interested in ... ,
 How about you?

Objectives

- helping students "use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258)

Teaching Procedure

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



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

1. Presentation of grammar in a dialogue (contextualization) in **CONVERSATION & Practice (1 & 2)**
2. Isolation of grammatical items to be presented in **GRAMMAR.**
3. Controlled Practice in **Find It and Tell Your Classmates.**
4. Situational practice with contextualization in **LRW** and **RSLW**
5. Pair and group work in **Role Play**
6. An MI task or a game would be optionally used in the end.

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

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

Receptionist: Welcome to our hotel sir, how can I help you?
Tourist: My name is Paul Kress. I'm from Germany. I have a reservation here.
Receptionist: I see! Are you staying here for two nights?
Tourist: Yes, my wife and I are visiting Tehran for three days.
Receptionist: Where is she now? I need to check her passport.
Tourist: She's standing over there, by the gift shop. Here is her passport.
Receptionist: Thank you. This is your key. It's room 213. Hope you enjoy your stay in Tehran.

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

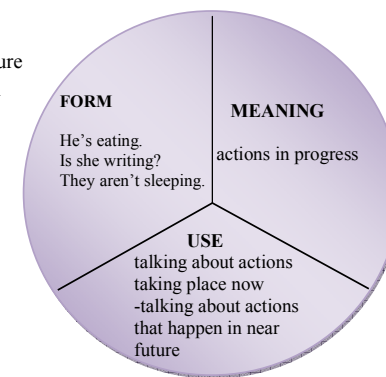
In this lesson, the goal of teaching grammar is "present continuous tense". As a result, its three dimensions that should be taught include:

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

2 Meaning/semantics: The students should understand meaning of the "present continuous tense" that is 'an action taking place now'.

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

- talking about actions taking place now
 - talking about actions that happen in near future
- The above information can be summarized in the grammar pie chart:



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

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

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



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

I'm coming.

She's hungry.

The rest of teaching grammar is done by going through separate sections of the book:

- **Find it and Tell Your Classmates.**
- **LRW**
- **RSLW**
- **Role Play**

Grammar

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

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

I **am not** speaking Persian.

I'm **not** speaking Persian.

She **is not** writing a letter.

She's **not** writing a letter.

She **isn't** writing a letter.

You **are not** reading a book.

You're **not** reading a book.

You **aren't** reading a book.

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

Is Sara **bookin**g online?

Are you **visitin**g Iran?

Lesson 2

35

See also

Objectives

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

Teaching Procedure

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

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

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

Function: Where to use 's' in contrast to 'of' to show belonging.

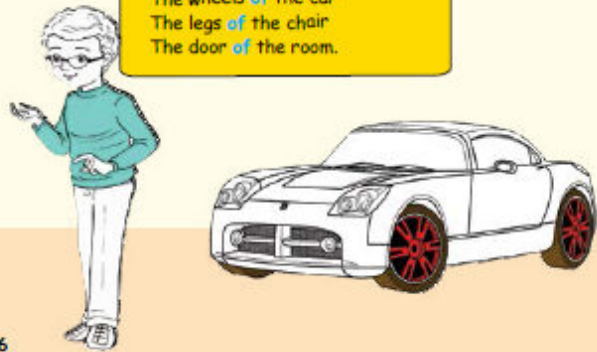
Wh Questions				
	am	I		
How	is	he	going	?
Where	are	they		

What **is** she playing?
Who **is** speaking to the teacher?

See also

Kate's scarf
Jack's shirt
Teachers' office

The wheels **of** the car
The legs **of** the chair
The door **of** the room.



Lesson 2
36

5 Find it and Tell Your Classmates.

Objectives

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

Teaching Procedure

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

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

- Ask students to do the oral drill.



Don't let students write their answers!

KEY

Find it

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

Tell your classmates

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

Find it

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

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

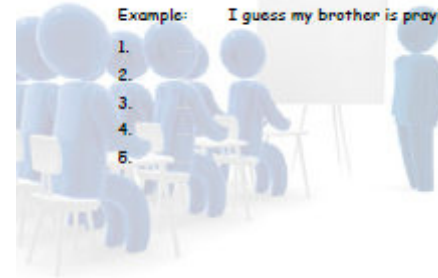


Tell Your Classmates

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

Example: I guess my brother is praying now.

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



6 Listening, Reading and Writing

A

Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure


- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

TRANSCRIPT

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

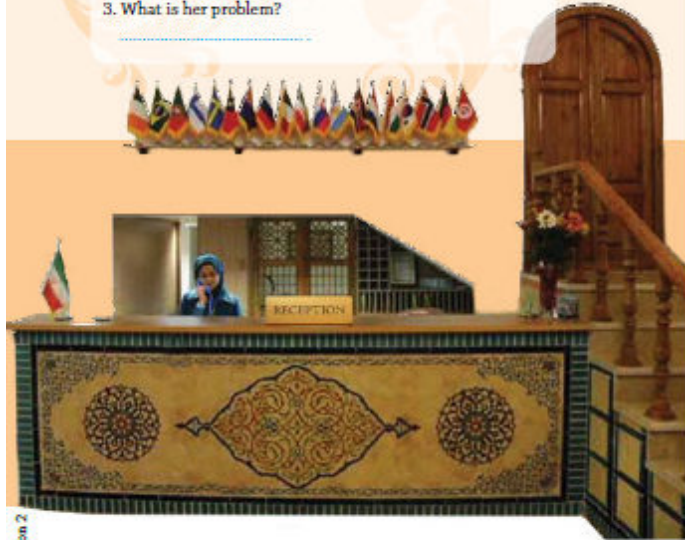
KEY

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

Listening, Reading and Writing 

A Listen to the conversation and answer the questions below.

1. Where is Brenda from?
She is from
2. What's Brenda doing?
She the website.
3. What is her problem?
.....



Lesson 2
38

6 Listening, Reading and Writing

B

Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

TRANSCRIPT

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

KEY

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

B

Listen to the audio and answer the questions below.

1. Where is Mehmet from?
He is from.....
2. Where is Mehmet going to?
He's
3. What's he asking about?
.....



7 Listening, Speaking, Reading and Writing

Objectives

- Providing students with opportunities to practice all 4 skills integratively.
- Giving students comprehensible input.
- Providing students with some opportunities to produce *meaningful output*.

Teaching Procedure

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

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

KEY

Card A Question	Card B Answer
What are you doing now?	I am writing now.
What is he/she doing?	She's/He's reading.
Who is brave?	My uncle is.
What's our teacher doing?	He's/She's teaching.
What is your best friend doing?	He's/He's playing.
Who is doing his/her homework?	My friend.

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Reading, Speaking, Listening and Writing

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

Card A Question	Card B Answer
What are you doing now?
What is he/she doing?
Who is brave?
What's our teacher doing?
What is your best friend doing?
Who is doing his/her homework?

Lesson 2
40

Page 96

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Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

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

KEY

- Receptionist:** Welcome to our hotel sir, how can I help you?
Tourist: My name is John Lee. I have a reservation here.
Receptionist: Ok, Are you staying here for three nights?
Tourist: Yes, my wife and I are visiting Isfahan for four days.
Receptionist: Where is she now? I need to check her passport.
Tourist: She's standing over there, in the yard. Here is her passport.
Receptionist: Thank you. This is your key. It's room 320. Hope you enjoy your stay in Isfahan

Role Play

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



Optional

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

Game: Pantomime

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

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

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



Lesson 3

Festivals and Ceremonies

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

The Gantt Chart of Lesson 3

The activities of each lesson are expected to be done in four 75-minute sessions. Please find in the following what is expected to be done in each session.

The following *Gantt chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)	Conversation	25	✓			
	Practice 1	25				
	Practice 2	25		→		
Session 2 (75 min)	Language Melody	25				
	Grammar (+ See Also)	50				
Session 3 (75 min)	Find it	15				
	Tell your classmates	15				
	Workbook	45				
Session 3 (75 min)	LRW	20				
	LRWS	20				
	Role Play	35				

1 Conversation

Objectives

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

Teaching listening

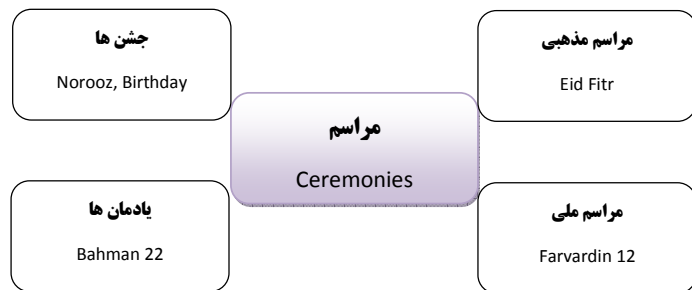
Use the cycle of *pre-listening, listening, and post-listening* to teach 'conversation'.

Phase 1. Preparation (Pre listening)

Activating students' background knowledge:
Introduce the topic, talk about 'festivals and ceremonies'

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

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



Lesson 3: Festivals and Ceremonies

Conversation

Listen to the conversation between two friends.

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

50

Lesson 3

The image shows two young women wearing black hijabs and dark blue jackets with yellow stripes on the sleeves. They are sitting outdoors, looking at books and talking. The background is a green wall and some foliage.

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



Use this technique in more proficient classes.

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

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

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



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

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

Focusing on language forms

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

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

gifts: synonym= present

meal: flashcard

relatives exemplification, grandparents, uncle, aunt, cousin

Phase 2. Listening

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

- Ask students to listen carefully for the gist of meaning.

-You may write some questions on the board and ask them to listen and find their answers:

1. Do they visit their relatives?
2. Who cooks?

۱. الهام چه هدیه ای می گیرد؟
۲. روز عید نسرین به کجا می رود؟

Optional

- Some *bottom-up activities* can be used in the class in this phase. For a complete list refer to section **Introduction** of the TG. Two examples are:
A. Listen and circle the words you hear.

money gift travel new year aunt

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

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

-Check students' answer when the listening is done.

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

Phase 3. Post listening

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

-Display question: Does Elham like New Year?

-Inference question: Does Naerín like money?

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



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

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

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

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

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

Objectives

- Presenting instances of *language function* 'talking about festivals and ceremonies'
- Helping students to have *focused attention* on 'simple present tense'.
- Providing opportunities for *repetition of the structure* 'simple present tense'.
- Helping students to use the structure *correctly*.
- Giving feedback* to students if they make mistakes

Teaching Procedure

- Tell your students that they are going to learn different ways of talking about festivals and ceremonies. Let them know what each turn means.
- Let them know what the word festival/ceremony means and how it is related to other English words.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then tell the class to ask about festivals/ceremonies.

Next ask your students to pair up and practice asking each other about their travels. They can refer to the Photo Dictionary at the end of the **Student Book** for words they don't know.

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

Practice 1 Talking about Festivals and Ceremonies (1)

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



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

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



Practice 2 Talking about Festivals and Ceremonies (2)

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



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

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



Optional

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

Present new words with the help of the following techniques explained in section 2:

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

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

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

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



Refer to section 7 of the workbook for practicing vocabulary

make lunch/dinner

bake a cake

set the table

sing the national anthem

hold a ceremony

Lesson 3

52

Optional

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

Present new words with the help of the following techniques explained in section 2:

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

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

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

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

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

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

 Refer to section 7 of the workbook for practicing vocabulary



watch fireworks

read poems of Hafez

wear special clothes

go out on Nature Day

clear the table

Lesson 3

53

Objectives

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

Teaching Procedure

1. Description and analysis:

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

2. Listening discrimination

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

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

3. Controlled practice:

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

4. Guided practice

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

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

B: Do you do anything special?

A: Yes. We make newspapers and posters.

B: What else?

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

5. Communicative practice

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

3. Do your grandparents live near you?

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

Sam: Shayan, do you like spring?
 Shayan: Yes, I like spring a lot.
 Sam: Do you like rainy weather?
 Shayan: Oh yes! But not on Nature Day.
 Sam: Why not?
 Shayan: Because we always go out on 13 of Farvardin.



- ✦ Listen to the questions below and then practice.

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



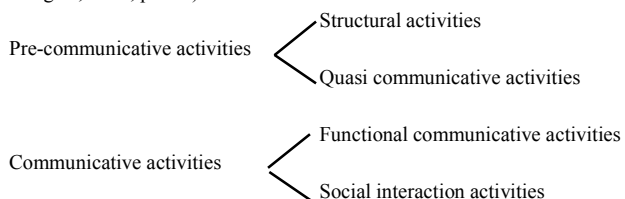
- Wish you a great holiday!
- Happy New Year!

Objectives

- helping students "use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258).

Teaching Procedure

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



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

1. Presentation of grammar in a dialogue (contextualization) in **CONVERSATION & Practice (1 & 2)**
2. Isolation of grammatical items to be presented in **GRAMMAR.**
3. Controlled Practice in **Find It and Tell Your Classmates.**
4. Situational practice with contextualization in **LRW** and **RSLW**
5. Pair and group work in **Role Play**
6. An MI task or a game would be optionally used in the end.

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

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

Elham: I just love New Year Holidays!

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

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

Nasrin: Do you get New Year gifts too?

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

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

Elham: That's nice! Does your grandmother cook The New Year's meal?

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

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

In this lesson, the foal of teaching grammar is "simple present tense". As a result, its three dimensions that should be taught include:

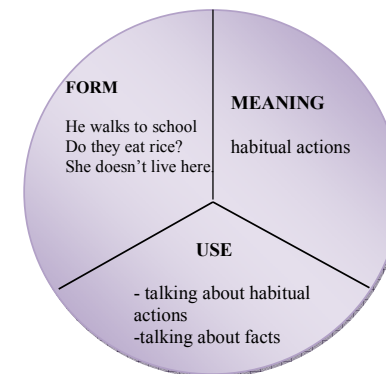
1 Forms: The students are expected to learn the form and structure of "simple present tense" in statements, interrogative sentences and negative sentences.

2 Meaning/semantics: The students should understand meaning of the "simple present tense" that is 'a habit'.

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

- talking about habitual actions
- talking about facts

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



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

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

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



Explain allophones of /s/ third person

/s/ walks, writes, sleeps,

/z/ buys, reads, colors

/ɪz/ watches, finishes,

The rest of teaching grammar is done by going through separate sections of the book:

- **Find it and Tell Your Classmates.**
- **LRW**
- **RSLW**
- **Role Play**

Grammar

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

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

Ali reads a newspaper.
Mina and Zahra study their lessons.

Negative				
I We You They	do	not	buy	new clothes.
He She	does			

I don't play tennis.
Zahra doesn't wash the dishes.

55 Lesson 3

See also

Objectives

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

Teaching Procedure

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

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

Meaning: something belongs to someone

Function: expressing possession

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

See also

I read **my** book.
You wash **your** car.
He cleans **his** room.
She studies **her** lessons.
The cat drinks **its** milk.
We paint **our** house.
They eat **their** lunch.

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

Lesson 3
56

5 Find it and Tell Your Classmates.

Objectives

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

Teaching Procedure

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

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

- Ask students to do the oral drill.



Don't let students write their answers!

KEY

Find it

lives, likes, don't fast, say, hold

Tell your classmates

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

Find it

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

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

Tell Your Classmates

Tell your classmates five things about Festivals and Ceremonies.

Example: I really like Fajr Film Festival.

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

Lesson 3

57

6 Listening, Reading and Writing

A

Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

TRANSCRIPT

- Zohreh:** Do you stay home at Yalda Night?
Ayda: No, we don't. We go to my grandparents' house.
Zohreh: How nice! What do you do there?
Ayda: We sit together and listen to poems of Hafez.
Zohreh: Nice! Do you eat watermelon?
Ayda: Yes, we do! We also have nuts.
Zohreh: It sounds great!

KEY


1. What do they eat? They eat **watermelon** and **nuts**.
2. What do they listen to?
They listen to **poems of Hafez**.
3. Do they stay at home at Yalda night?
No, they don't. They go to her grandparents' house

Listening, Reading and Writing

A

Listen to the conversation and answer the questions below.

1. What do they eat?
They eat and
2. What do they listen to?
They listen to
3. Do they stay home at Yalda night?
.....



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6 Listening, Reading and Writing

B

Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

TRANSCRIPT

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

KEY

1. Does the New Year start in March?
No, it starts in **January** or **March**.
2. Does it change every year?
Yes, it **changes every year (or yes, or yes it does)**
3. What does everyone wear?
They wear red clothes. (or just 'red clothes')
4. What do older people give to children?
Older people give lucky money to children in red envelopes (or just 'lucky money')

B

Listen to the audio and answer the questions below.

1. Does the New Year start in March?
No, it starts in or
2. Does it change every year?
Yes, it
3. What does everyone wear?
.....
4. What do older people give to children?
.....



7 Listening, Speaking, Reading and Writing

Objectives

- Providing students with opportunities to practice all 4 skills integratively.
- Giving students comprehensible input.
- Providing students with some opportunities to produce *meaningful output*.

Teaching Procedure

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

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

KEY

Card A Question	Card B Answer
Does your grandparent tell you stories?	Yes he (she) does/No he (she) doesn't.
Do you wear special clothes on New Year holidays?	Yes I do/No I don't.
Do you visit other people?	Yes we do/no we don't.
Do you get gifts?	Yes I do/No I don't.
Does your father work on holidays?	Yes he does/No he doesn't.

Reading, Speaking, Listening and Writing

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

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



Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

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

KEY

A: I really like Fetr Holdiays!

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

A: We normally go out.

B: Do you travel too?

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

B: We usually go to my grandparents' houses.

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

B: Yes, she makes delicious cookies.

Role Play

Talk with your classmates about national and international festivals.



Optional

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

Game: 20 questions

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

Is it big?

Does it walk?

Does it eat?

Is it a bird?

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

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

Ask them to draw the diagram of their way home.

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

I walk to school.

I make 1 left turn at Azadi Street.

I go straight.

I make 1 right left at Alavi Lane.

Lesson 4 Services

Lesson 4 Service Talking about Services 63-75	Services (hire, recharge, emergency,)	Falling Intonation (wh questions)	Wh Questions (do/does)	Adverbs of Frequency	Expressions - What's her job? - She's an employee. - What time does it open? - It opens at 8 in the morning. - I'd like to know your home address.
--	---	--------------------------------------	---------------------------	----------------------	--

The Gantt Chart of Lesson 4

The activities of each lesson are expected to be done in four 75-minute sessions. Please find in the following what is expected to be done in each session.

The following *Gantt chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)	Conversation	25	✓			
	Practice 1	25				
	Practice 2	25	→			
Session 2 (75 min)	Language	25				
	Melody					
	Grammar (+ See Also)	50				
Session 3 (75 min)	Find it	15				
	Tell your classmates	15				
	Workbook	45				
Session 3 (75 min)	LRW	20				
	LRWS	20				
	Role Play	35				

1 Conversation

Objectives

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

Teaching listening

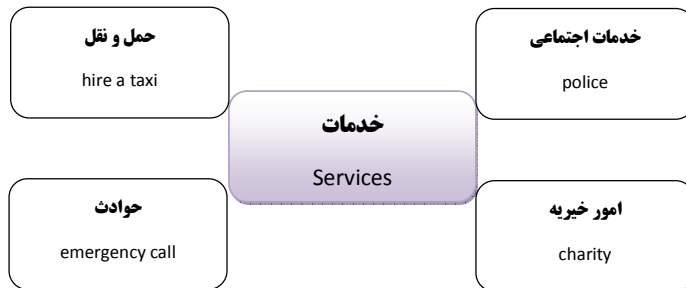
Use the cycle of *pre-listening, listening, and post-listening* to teach 'conversation'.

Phase 1. Preparation (Pre listening)

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

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

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



Lesson 4: Services

Conversation

Listen to the conversation between Pedram and a tourist.

Tourist: Excuse me sir! Can you help me please?
Pedram: What can I do for you?
Tourist: I want a postcard, an envelope and a stamp.
Pedram: Umm..., you can get them from a post office.
Tourist: Where is the post office?
Pedram: Actually it's near here. It's just round the corner.
Tourist: Good! Thank you. What time does it open?
Pedram: It opens at 8.
Tourist: Thanks a lot!

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The page features a background image of yellow and green postboxes. A large, stylized envelope graphic is overlaid on the right side. The page number '64' is visible in the bottom left corner.

1.2. *Researching*: Ask students to do a mini research on the word 'services'. Ask students to do research on how they can get the following services:

police
firefighters
emergency



Use this technique in more proficient

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

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

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



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

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

Focusing on language forms

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

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

envelope: realia

corner: board drawing, translation

post office: explanation, translation, flashcard

Phase 2. Listening

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

- Ask students to listen carefully for the gist of meaning.

- You may write some questions on the board and ask them to listen and find their answers:

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

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

Page 140

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Page 139

Optional

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

A. Listen and decide about the job of the speaker

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

A receptionist A firefighter A policeman

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

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

-Check students' answer when the listening is done.

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

Phase 3. Post listening

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

-Display question: Is the man a tourist?

-Inference question: Does Pedram speak English?

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



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

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

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

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

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

Objectives

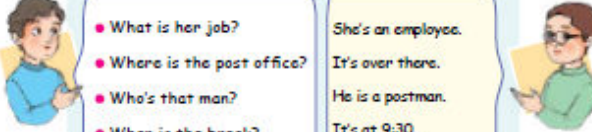
- Presenting instances of *language function* 'talking about services'
- Helping students to have *focused attention* on 'wh questions with do/does.
- Providing opportunities for *repetition of the structure* 'wh questions with do/does'.
- Helping students to use the structure *correctly*.
- Giving feedback* to students if they make mistakes

Teaching Procedure

- Tell your students that they are going to learn different ways of talking about *services*. Let them know what each turn means.
- Let them know what the word *services* means and how it is related to other English words.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then tell the class to ask about '*services*'.
- Next ask your students to pair up and practice asking each other about *services*. They can refer to the Photo Dictionary at the end of the **Student Book** for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.

Practice 1 Talking about Services (1)

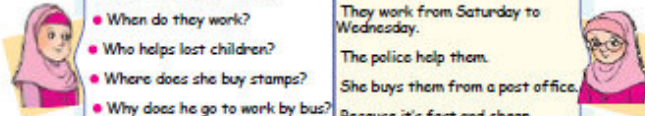
Listen to the examples. Then ask and answer with a friend.



<ul style="list-style-type: none">• What is her job?• Where is the post office?• Who's that man?• When is the break?	<p>She's an employee. It's over there. He is a postman. It's at 9:30.</p>
---	---

Practice 2 Talking about Services (2)

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



<ul style="list-style-type: none">• What time does it open?• When do they work?• Who helps lost children?• Where does she buy stamps?• Why does he go to work by bus?• How do you come to school?	<p>It opens at 8 in the morning. They work from Saturday to Wednesday. The police help them. She buys them from a post office. Because it's fast and cheap. I take a bus.</p>
--	---

Optional

Students may need more vocabulary to talk about 'services'. In this case you may present the words to help them to talk about services expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques explained in section 2:

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

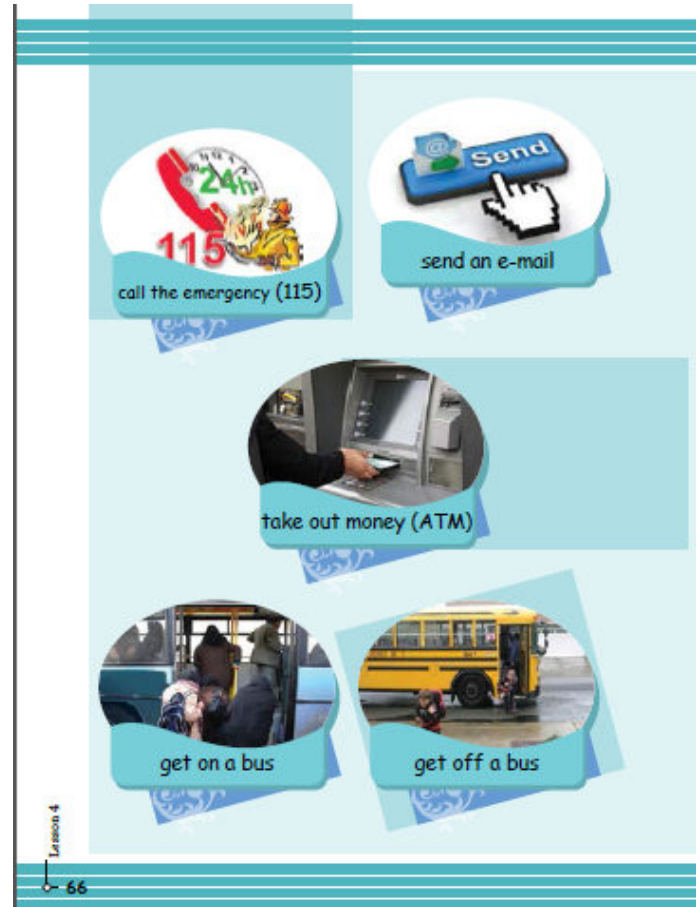
Then practice the words with the help of some exercise. Different types of exercises can be used to practice new words:

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

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



Refer to section 7 of the workbook for practicing vocabulary



Optional

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

Present new words with the help of the following techniques explained in section 2:

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

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

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

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

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

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



Refer to section 7 of the workbook for practicing vocabulary

Objectives

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

Teaching Procedure

1. Description and analysis:

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

2. Listening discrimination

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

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

3. Controlled practice:

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

4. Guided practice

Write the dialogue on the board.

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

A: Nothing, thank you.

- A: I want a cup of tea and two biscuits.
 B: We don't serve tea and biscuits.
 A: Oh, What do you serve?
 B: We have eggs, milk, and fruit cakes.
 A: Ok, a glass of milk and some fruit cakes please.
 B: What else do you want?

5. Communicative practice

Ask students to ask some questions from their classmates using rising intonation. Examples may include: 1. What do you eat for breakfast?/2. Where do you go on Fridays? 3. Who cleans your room?/4. What does your mother cook on New Year?

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

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

✦ Listen to these questions and then practice.

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



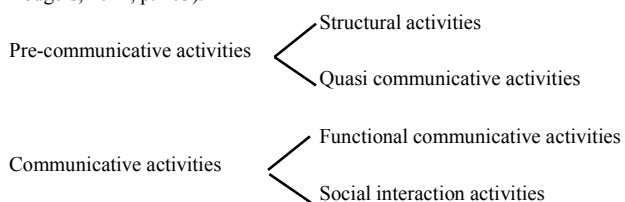
I'd like to know about ...

Objectives

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

Teaching Procedure

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



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

1. Presentation of grammar in a dialogue (contextualization) in **CONVERSATION & Practice (1 & 2)**
2. Isolation of grammatical items to be presented in **GRAMMAR.**
3. Controlled Practice in **Find It and Tell Your Classmates.**
4. Situational practice with contextualization in **LRW** and **RSLW**
5. Pair and group work in **Role Play**
6. An MI task or a game would be optionally used in the end.

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

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

Tourist: Excuse me sir. Can you help me please?
Pedram: What can I do for you?
Tourist: I want a postcard, an envelope and a stamp.
Pedram: Umm... You can get them from a post office.
Tourist: Where is the post office?
Pedram: Actually it's near here. It's just round the corner.
Tourist: Good! Thank you. What time does it open?
Pedram: It opens at 8.
Tourist: Thanks a lot!

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

In this lesson, the foal of teaching grammar is “wh questions with do/does”. As a result, its three dimensions that should be taught include:

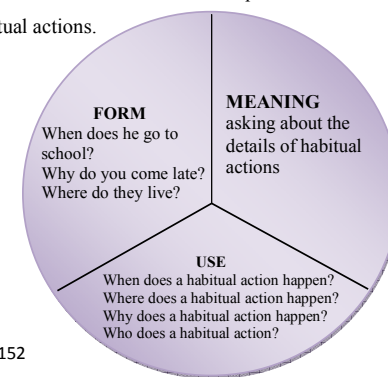
1 Forms: The students are expected to learn the form and structure of “wh questions with do/does”.

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

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

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

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



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

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

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



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

- What do you think?
- Where do they live?
- What does he do?
- Where does she work?

The rest of teaching grammar is done by going through separate sections of the book:

- **Find it and Tell Your Classmates.**
- **LRW**
- **RSLW**
- **Role Play**

Grammar

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

Wh Questions

What	is	that	?
Where	are	those	

Who **is** your best friend?

Wh Questions

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

What do you **study**?

Where do you **live**?

What **does** your father **do**?

When **does** she **wake up**?

Who **helps** children?

69 Lesson 4

See also

Objectives

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

Teaching Procedure

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

Form: always, usually, often, sometimes, never

Meaning: the frequency of actions taking place

Function: expressing the frequency of happenings

See also

always
usually
often
sometimes
never

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

Lesson 4
70

5 Find it and Tell Your Classmates.

Objectives

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

Teaching Procedure

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

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

- Ask students to do the oral drill.



Don't let students write their answers!

KEY

Find it

what, what, when, where,

Tell your classmates

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

Find it

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

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



6 Listening, Reading and Writing

A

Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

TRANSCRIPT

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

KEY

1. What does he do?
He is **a baker**.
2. Where does he work?
He **works in a bakery**.
3. When does his work start?
It starts very early in the morning

Listening, Reading and Writing

A

Listen to the conversation and answer the questions below.

1. What does he do?
He is
2. Where does he work?
He
3. When does his work start?
.....



Lesson 4
72

6 Listening, Reading and Writing

B

Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers

TRANSCRIPT

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

KEY

1. What does Amir do?
He is **a police officer.**
2. Where does he work?
He works at **a police station.**
3. When does he go to work?
He goes **to work at 7 a.m.**
4. What time does he work?
7 a.m. till 4 p.m

B

Listen to the audio and answer the questions below.

1. What does Amir do?

He is a

2. Where does he work?

He works at

3. When does he go to work?

He goes

4. What time does he work?

.....



7 Listening, Speaking, Reading and Writing

Objectives

- Providing students with opportunities to practice all 4 skills integratively.
- Giving students comprehensible input.
- Providing students with some opportunities to produce *meaningful output*.

Teaching Procedure

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

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

KEY

Card A	Card B
Question	Answer
What's your name?	Mina/Reza.
What do you do?	I am a student.
How old are you?	12.
Where do you live?	In Rasht (or Sanandaj,)
What time do you wake up?	At 6:30.
Why do you learn English?	I like reading English books.
When does your school start?	At 7:30

Reading, Speaking, Listening and Writing

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

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



Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

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

Role Play

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



Optional

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

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

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

When 1 minute is over, there is a short silence to allow B to try and remember the questions.

Now she/he should answer as many questions as he/she can.

A and B can swap rules.

Lesson 5 Media

Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
Lesson 5 Media Talking about Media 81-93	Media (connect, interview, online,...)	Rising Intonation (surprises)	Past Tense (Regular)	Past Tense of "to be"	Expressions - Did the girls listen to the radio? - Yes, they did. - Who watched the movie last night? - My sister. - Could you please give it to me?

The Gantt Chart of Lesson 5

The activities of each lesson are expected to be done in four 75-minute sessions. Please find in the following what is expected to be done in each session.

The following *Gantt chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)	Conversation	25	✓			
	Practice 1	25				
	Practice 2	25	→			
Session 2 (75 min)	Language Melody	25				
	Grammar (+ See Also)	50				
Session 3 (75 min)	Find it	15				
	Tell your classmates	15				
	Workbook	45				
Session 3 (75 min)	LRW	20				
	LRWS	20				
	Role Play	35				

1 Conversation

Objectives

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

Teaching listening

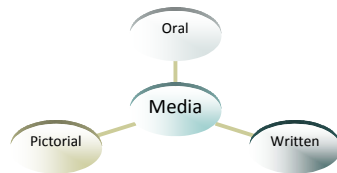
Use the cycle of *pre-listening, listening, and post-listening* to teach 'conversation'.

Phase 1. Preparation (Pre listening)

Activating students' background knowledge:

Introduce the topic, talk about 'media'

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



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

Lesson 5: Media

Conversation

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

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



E.g. Longman Contemporary Dictionary: "all the organizations, such as television, radio, and newspapers, that provide news and information for the public, or the people who do this work"
 What can be written on the board is:



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



Use this technique in more proficient classes.

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



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

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



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

Focusing on language forms

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

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

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

Phase 2. Listening

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

- Ask students to listen carefully for the gist of meaning.

-You may write some questions on the board and ask them to listen and find their answers:

1. Who had a wonderful weekend?
2. Does Mina like to watch reports?
3. How did Mahsa help Mina?

۱. آیا مهسا به جشنواره رشد رفت؟
۲. آیا مینا تماشای فیلم را دوست دارد؟

Optional

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

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

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

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

go attend like take text

C. Listen and fill in the blanks.

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



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

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

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

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

-Check students' answer when the listening is done.

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

Phase 3. Post listening

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

-Display question: *Where was Mahsa in the weekend?*

-Inference question: *Does mina like watching TV reports?*

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

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

Objectives

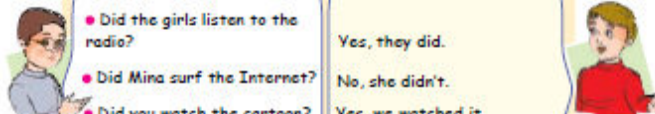
- Presenting instances of *language function* 'talking about media'
- Helping students to have *focused attention* on 'past tense of regular verbs'.
- Providing opportunities for *repetition of the structure* 'past tense'.
- Helping students to *use* the structure *correctly*.
- Giving feedback* to students if they make mistakes

Teaching Procedure

- Tell your students that they are going to learn different ways of talking about *media*. Let them know what each turn means.
- Let them know what the word *media* means and how it is related to other English words.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then tell the class to ask about *media*.
- Next ask your students to pair up and practice asking each other about services. They can refer to the Photo Dictionary at the end of the **Student Book** for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.

Practice 1 Talking about Media (1)

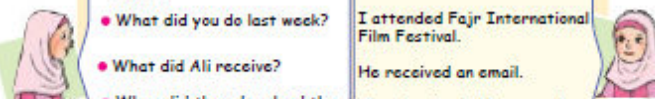
- ✦ Listen to the examples. Then ask and answer with a friend.



● Did the girls listen to the radio?	Yes, they did.
● Did Mina surf the Internet?	No, she didn't.
● Did you watch the cartoon?	Yes, we watched it.
● Did Amir work with his computer?	No, he worked with his mobile.

Practice 2 Talking about Media (2)

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



● Who watched the movie last night?	My sister.
● What did you do last week?	I attended Fajr International Film Festival.
● What did Ali receive?	He received an email.
● When did they download the book?	They downloaded it yesterday.
● Where did she connect to the Internet?	She connected to the Internet at school.

Optional

Students may need more vocabulary to talk about 'media'. In this case you may present the words to help them to talk about media expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques explained in section 2:

1. *interview somebody* (by photo)
2. *text a message* (by mime)
3. *receive an email* (by explanation)
4. *update a blog* (by explanation)
5. *participate in an online course* (by photo)

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

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

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



Refer to section 7 of the workbook for practicing vocabulary

interview somebody

text a message

receive an e-mail

update a blog

participate in an online course

Lesson 5

84

Students may need more vocabulary to talk about 'media'. In this case you may present the words to help them to talk about media expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques explained in section 2:

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

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

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

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

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

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

 Refer to section 7 of the workbook for practicing vocabulary



Objectives

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

Teaching Procedure

1. Description and analysis:

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

2. Listening discrimination

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

A: Would you like *some* homemade cookies?

B: Mm? ↗ (Please repeat)

A: Would you like *some* homemade cookies?

B: Mm. ↘ (Yes)

A: Here you go.

B: Mm! (eating) ↗ (How delicious!)

A: I'm glad you like them. I made them myself.

B: Mm? ↗ (Please repeat)

Do you like jam with them?

B: Mm... ↗ (I'm thinking....)

A: Jam

B: Mm. ↘ (Ok, yes) ↗

A: They're yummy with jam. Want some?

A: Here you are.

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

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

Listen to these questions and then practice.



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



Could you please give it to me?

3. Controlled practice

Read the dialogues and choose what speaker B means.

1. A: I go to Isfahan tomorrow.

B: Where?! ↗

She's surprised.

She's asking a question.

2. A: Mina participated in an online course.

B: What? ↘

He's surprised.

He's asking a question.

3. A: My parents called me yesterday.

B: Who?! ↗

She's surprised.

She's asking a question.

4. Guided practice

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

A: I asked some friends to attend my birthday.

B: You really did?!

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

B: How many?!

A: Just six. I think you like guests.

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

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

B: Yeah! I see!

5. Communicative practice

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

1. Schools are closed tomorrow.

2. There is a lion in the yard.

3. You have a test next Saturday.

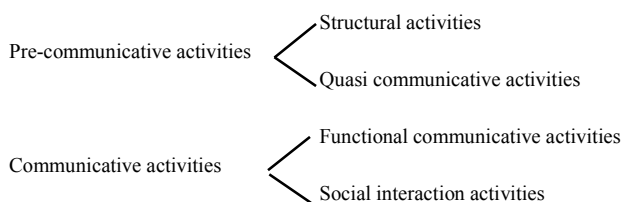
4. Your best friend is sick.

Objectives

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

Teaching Procedure

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



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

1. Presentation of grammar in a dialogue (contextualization) in **CONVERSATION & Practice (1 & 2)**
2. Isolation of grammatical items to be presented in **GRAMMAR.**
3. Controlled Practice in **Find It and Tell Your Classmates.**
4. Situational practice with contextualization in **LRW** and **RSLW**
5. Pair and group work in **Role Play**
6. An MI task or a game would be optionally used in the end.

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

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

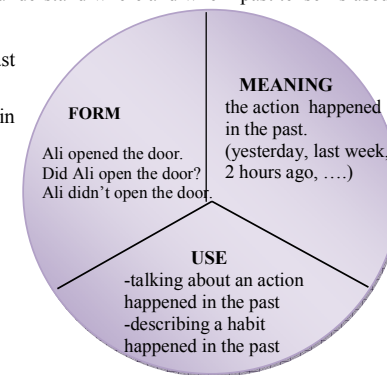
Mina: Did you enjoy your weekend?
Mahsa: Yes, it was wonderful! I attended Fajr International Film Festival.
Mina: Really? I am also interested in its events and movies.
Mahsa: Oh! Did you watch the reports on TV?
Mina: Yes, just one or two, but I like to read about them.
Mahsa: Well, you can surf its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

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

In this lesson, the foal of teaching grammar is “past tense”. As a result, its three dimensions that should be taught include:

- 1 Forms:** The students are expected to learn the form and structure of “past tense with regular verbs” in statements, interrogative sentences and negative sentences.
- 2 Meaning/semantics:** The students should understand meaning of the “past tense” that is the action that happened in the past.
- 3 Use/pragmatics:** The students should understand where and when ‘past tense’ is used:

- talking about an action happened in the past
 -describing a habit happened in the past
 The above information can be summarized in the grammar pie chart:



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

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

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



Explain different allophones of /d/ past tense.

/d/ enjoyed, interviewed, received, used

/t/ walked, washed, watched,

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

The rest of teaching grammar is done by going through separate sections of the book:

- **Find it and Tell Your Classmates.**
- **LRW**
- **RSLW**
- **Role Play**

Grammar

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

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

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

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

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Lesson 4

See also

Objectives

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

Teaching Procedure

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

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

Meaning: Be in the past

Function: Expressing 'be' in the past

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

See also

Past tense of "To Be"

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

Lesson 3
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5 Find it and Tell Your Classmates.

Objectives

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

Teaching Procedure

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

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

- Ask students to do the oral drill.



Don't let students write their answers!

KEY

Find it

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

Tell your classmates

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

Find it

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

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



Tell Your Classmates

Tell your classmates five things you did yesterday.

Example: I watched TV yesterday.

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



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Lesson 5

6 Listening, Reading and Writing

A

Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

TRANSCRIPT

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

KEY

1. How was Behnam's summer?
It was **brilliant**.
2. What did he learn?
He **learned how to use computers** for doing his homework.
3. Did he learn to use the Internet for his English classes?
Yes, he did.

Listening, Reading and Writing



A

Listen to the conversation and answer the questions.

1. How was Behnam's summer?
It was
2. What did he learn?
He for doing his homework.
3. Did he learn to use the Internet for his English classes?
.....



6 Listening, Reading and Writing

B

Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

TRANSCRIPT

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

KEY

1. How many movies were there in cinemas this summer?
There were **2**.
2. What did she watch in the cinema?
She **watched the cartoon**.
3. Where did she watch the comedy?
At home.

B

Listen to the audio and answer the questions below.

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

There were

2. What did she watch in the cinema?

She

3. Where did she watch the comedy?

.....



7 Listening, Speaking, Reading and Writing

Objectives

- Providing students with opportunities to practice all 4 skills integratively.
- Giving students comprehensible input.
- Providing students with some opportunities to produce *meaningful output*.

Teaching Procedure

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

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

KEY

Card A Question	Card B Answer
Did you use the Internet yesterday?	Yes I did/No I didn't
Did you call your grandmother lastnight?	Yes I did/No I didn't
What did your teacher do yesterday?	She walked in the park.
Where did you watch your favorite movie?	At home.

Reading, Speaking, Listening and Writing

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

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



Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

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

KEY

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

Role Play

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



Optional

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

Game: Past tense game

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

I watch TV. ⇄ I watched TV.

She works hard. ⇄ She worked hard.

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

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

You were cute.

You were so small.

Lesson 6 Health and Injuries

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

The activities of each lesson are expected to be done in four 75-minute sessions. Please find in the following what is expected to be done in each session.

The following *Gantt chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)	Conversation	25	✓			
	Practice 1	25				
	Practice 2	25	→			
Session 2 (75 min)	Language	25				
	Melody					
	Grammar (+ See Also)	50				
Session 3 (75 min)	Find it	15				
	Tell your classmates	15				
	Workbook	45				
Session 3 (75 min)	LRW	20				
	LRWS	20				
	Role Play	35				

1 Conversation

Objectives

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

Teaching listening

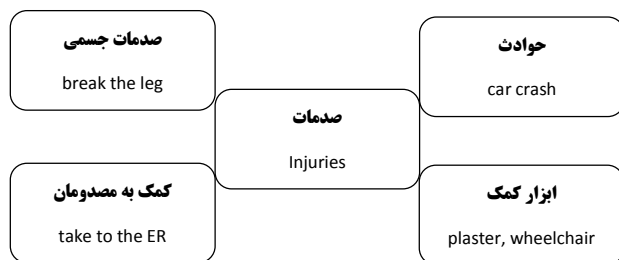
Use the cycle of *pre-listening, listening and post-listening* to teach 'conversation'.

Phase 1. Preparation (Pre listening)

Activating students' background knowledge:

Introduce the topic, talk about 'health and injuries'

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



Lesson 6: Health and Injuries

Conversation

Listen to the conversation between two friends.

- Reza:** We plan to go to the lake. Do you want to come?
Ehsan: I don't think so. I don't like school trips. Last summer I fell and broke my leg.
Reza: It sometimes happens. I twisted my ankle last winter. I stayed home for two weeks!
Ehsan: That's too bad! I didn't know that.
Reza: Yeah..., but after that, I participated in Helal-e-Ahmar first aid classes. I learnt how to take care of myself.
Ehsan: I like that. Can you give me some advice?
Reza: Sure!



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



Use this technique in more proficient classes.

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

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

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



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

Focusing on language forms

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

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

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

Phase 2. Listening

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

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

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

۱. آیا احسان به رضا کمک میکند؟
۲. آیا احسان به اردو مدرسه می رود؟

Optional

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

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

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

B. Listen and fill in the blanks.

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

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



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

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

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

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

-Check students' answer when the listening is done.

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

Phase 3. Post listening

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

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

-**Inference question:** Is Reza careful now?

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

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

Objectives

- Presenting instances of *language function* 'talking about injuries'
- Helping students to have *focused attention* on 'past tense of irregular verbs'.
- Providing opportunities for *repetition of the structure* 'past tense'.
- Helping students to *use* the structure *correctly*.
- Giving feedback* to students if they make mistakes

Teaching Procedure

- Tell your students that they are going to learn different ways of talking about *media*. Let them know what each turn means.
- Let them know what the word *injuries* means and how it is related to other English words.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
 - Then tell the class to ask about *media*.
- Next ask your students to pair up and practice asking each other about injuries. They can refer to the Photo Dictionary at the end of the **Student Book** for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.

Practice 1 Talking about Health and Injuries (1)

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



● Did Mina have an accident?	Yes, she did.
● Did Ali cut his finger?	No, he didn't.
● Did you break your leg?	Yes, I broke my leg.
● Did you hurt your back?	No, I didn't hurt my back.

Practice 2 Talking about Health and Injuries (2)

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



● Who had an accident?	Reza.
● Where did she break her leg?	She broke her leg in the park.
● When did Reza take care of his mother?	He took care of his mother last week.
● How did Amir hurt his head?	He hit his head on the door.
● Why did they have an accident?	Because they drove fast.

Optional

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

Present new words with the help of the following techniques explained in section 2:

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

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

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

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



Refer to section 7 of the workbook for practicing vocabulary

Lesson 6
98

Optional

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

Present new words with the help of the following techniques explained in section 2:

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

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

He has a black eye.

He had a car crash.

He has a scar.

He had a heart attack.

He has his leg in a cast.

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

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

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



Refer to section 7 of the workbook for practicing vocabulary

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Lesson 6

Objectives

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

Teaching Procedure

1. Description and analysis:

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

2. Listening discrimination

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

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

3. Controlled practice

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

4. Guided practice

Ask students the sentences into question form. Say them with appropriate intonation.

1. They are kind.
2. She usually walks to school.
3. They are travelling.
5. Communicative practice

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

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

- Student 1:** Excuse me teacher! Hamid cut his finger.
Teacher: What?! Let me see. Oh, does anyone have a plaster?
Student 2: I think I have one. Just a second!
Teacher: Please hurry up! It's bleeding.
Student 2: I found it. Here you are.



Listen to these sentences and then practice.

Rising ↗	Falling ↘
Is he clever?	There is a cat in the yard.
Are they playing football?	We had an accident.
Does he like summer?	We live in Isfahan.
Do they have their lunch at school?	Where is my coat?
It is fantastic!	What do you study?
What a beautiful flower!	When did they go to school?



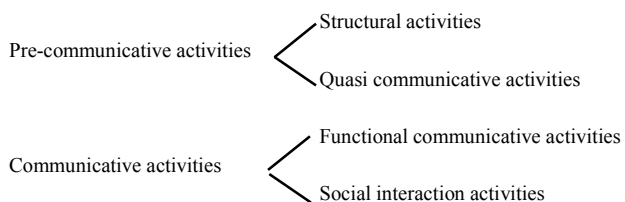
Do you need help?

Objectives

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

Teaching Procedure

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



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

1. Presentation of grammar in a dialogue (contextualization) in **CONVERSATION & Practice (1 & 2)**
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4. Situational practice with contextualization in **LRW** and **RSLW**
5. Pair and group work in **Role Play**
6. An MI task or a game would be optionally used in the end.

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

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

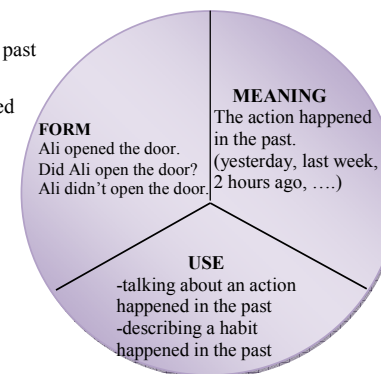
Reza: We plan to go to the lake. Do you want to come?
Ehsan: I don't think so. I don't like school trips. Last summer I fell and broke my leg.
Reza: It sometimes happens. I twisted my ankle last winter. I stayed home for two weeks!
Ehsan: That's too bad! I didn't know that.
Reza: Yeah... I participated in Helal-e-Ahmar first aid classes after that. I learned how to take care of myself.
Ehsan: I like that. Can you give me some advice?
Reza: Sure.

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

In this lesson, the foal of teaching grammar is “past tense”. As a result, its three dimensions that should be taught include:

- 1 Forms:** The students are expected to learn the form and structure of “past tense with irregular verbs” in statements, interrogative sentences and negative sentences.
- 2 Meaning/semantics:** The students should understand meaning of the “past tense” that is the action that happened in the past.
- 3 Use/pragmatics:** The students should understand where and when ‘past tense’ is used:

- talking about an action happened in the past
 -describing a habit happened in the past
 The above information can be summarized in the grammar pie chart:



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

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

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



Explain different allophones of /d/ past tense.

/d/ enjoyed, interviewed, received, used

/t/ walked, washed, watched,

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

The rest of teaching grammar is done by going through separate sections of the book:

- **Find it and Tell Your Classmates.**
- **LRW**
- **RSLW**
- **Role Play**

Grammar

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

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

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

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

Lesson 6

See also

Objectives

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

Teaching Procedure

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

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

Meaning: the object of the verb

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

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

See also

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

Lesson 3
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5 Find it and Tell Your Classmates.

Objectives

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

Teaching Procedure

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

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

- Ask students to do the oral drill.



Don't let students write their answers!

KEY

Find it

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

Tell your classmates

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

Find it

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

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

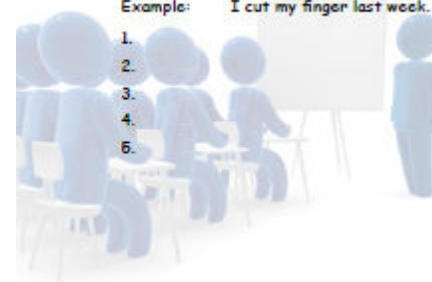


Tell Your Classmates

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

Example: I cut my finger last week.

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



6 Listening, Reading and Writing



Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
 - Play the audio again.
 - Ask students to check their answers.

TRANSCRIPT

Behnaz: Mother, please help me. I think I just broke my leg.
Mother: What happened dear?
Behnaz: I didn't see this ball and I fell down. My leg hurts a lot.
Mother: Sit down and don't move. Let me call 115.

KEY

1. Why did the girl fall down?
Because she didn't see **the ball**.
2. How did she break her leg?
She **fell down**.
3. What did her mother do?
She called 115.

Listening, Reading and Writing



Listen to the conversation and answer the questions below.

1. Why did the girl fall down?
Because she didn't see
2. How did she break her leg?
She
3. What did her mother do?
.....



6 Listening, Reading and Writing

B

Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

Teaching Procedure

- Play the CD.
- If necessary play the CD 2 times.
- Ask students to read the questions and answer them after listening to the audio.
- Play the audio again.
- Ask students to check their answers.

TRANSCRIPT

Omid is a firefighter. Last week he went to put out a big fire in a small house. There was a child in the fire. The child hurt her ankle and could not come out of the house. Omid went into the fire and saved the child. He hurt his back. He got some bruises on his hands and legs. He is in the hospital now. But he is very happy he saved the child.

KEY

1. Who was in the fire?

A child.

2. How did Omid hurt his back?

He went into the fire.

3. Where is Omid now?

In the hospital.

B

Listen to the audio and answer the questions below.

1. Who was in the fire?

.....

2. How did Omid hurt his back?

.....

3. Where is Omid now?

.....



Omid Abbasi

7 Listening, Speaking, Reading and Writing

Objectives

- Providing students with opportunities to practice all 4 skills integratively.
- Giving students comprehensible input.
- Providing students with some opportunities to produce *meaningful output*.

Teaching Procedure

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

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

Card A
Question

What was your last accident?
Where did it happen?
When did it happen?
What did you do?
Who helped you?

Card B
Answer

I broke my leg.
At school.
Last year.
I asked for help.
My friends.

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Reading, Speaking, Listening and Writing

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

Card A
Question

What was your last accident?
Where did it happen?
When did it happen?
What did you do?
Who helped you?

Card B
Answer

.....
.....
.....
.....
.....

Lesson 6
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Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

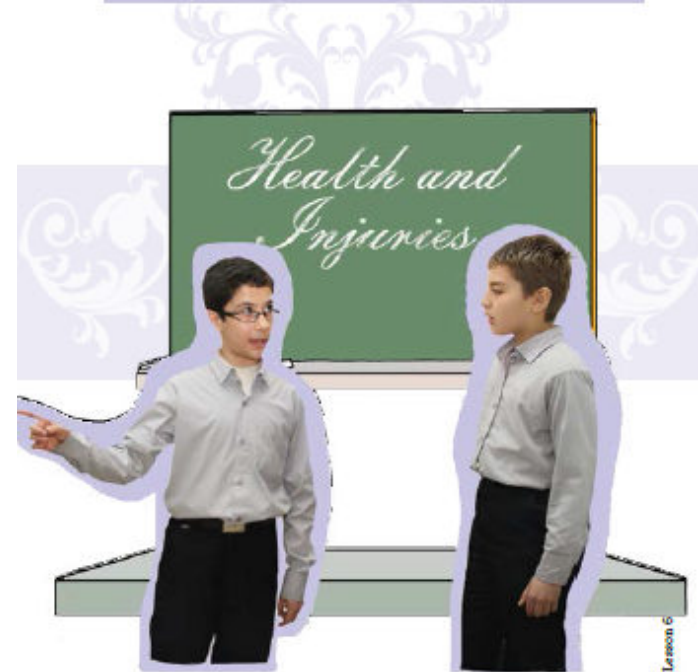
- Ask students to pair up.
- They have to talk about 'health and injuries'
- Ask them to use the conversation of the lesson as a model.

KEY

- A: We plan to go to the park. Do you want to come?
 B: I don't think so. I don't like school trips. I always hurt myself.
 A: It sometimes happens. I twisted my ankle last winter. I stayed home for two weeks!
 B: Really? I didn't know that.
 A: Yeah..., but after that, I participated in Helal-e-Ahmar first aid classes. I learnt how to take care of myself.
 B: I like that. Can you give me some advice?
 A: Sure!

Role Play

Play the roles of two friends talking about their injuries. Follow the conversation of the lesson.



Lesson 6

Optional

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

Game: Past Tense Game

Write ten infinitives on the board. Ask students to take turn and come to the board. They have to close their eyes and put their hands on the board. Then they open their eyes and which infinitive they have selected. They have to make past tense sentences with the infinitive.

go to school
play football
read book
drink milk
buy bread
take bus
break leg
watch game

You may ask students to use time expressions such as 'last week, yesterday, last year, etc.' with their sentences.

Language Task. The intelligences on holiday (all MI's are involved).

Ask students to bring 1 photo of their latest travel. Ask students to think back to the holiday away from home and say what they did and really enjoyed.

The weather was nice.

I liked the lake.

I didn't go swimming.

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